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AUTHOR	Powell, Lynne M.
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ABSTRACT

This report describes the process used by a fully accredited private school (Sea Crest County Day School, Florida) of prekindergarten through grade eight to develop and implement an interdisciplinary global education program. Areas of need that were addressed included: differences in definition of the concept by the teachers, inconsistencies in the scope and areas of the curriculum where global concepts were addressed, teacher concerns about adding more to an already full curriculum, teacher concerns over lack of student knowledge about global concepts, and student reluctance to participate in community service projects. Intervention strategies included: inservice workshops for teachers; workshops for parents; development of a definition, philosophy, goals, objectives, and curriculum for a global education program; development of a catalog of local, national, and international resources and opportunities for global education; and a schoolwide implementation of the program. Global education became a central theme in the school environment. Parents and members of the community became actively involved in the program, and the community became a learning laboratory for the students. The paper is divided into seven chapters: (1) Problem statement and community background; (2) Problem definition and evidence; (3) Influence in the problem context bearing on solutions and outcomes; (4) Problem conceptualization, solution strategy, and project outcomes; (5) Implementation history; (6) Evaluation of results and process; and (7) Decisions on future of intervention. (DK)

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The Development and Implementation of an Interdisciplinary Global Education Program at Seacrest Country Day School

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Lynne M. Powell
Academic Dean
Seacrest Country Day School

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A Major Applied Research Project Report
presented in partial fulfillment of the requirements
for the degree of Doctor of Education

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National Ed.D. Program for Educational Leaders
Tampa II-D Cluster

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Major Applied Research Project (MARP)
Committee Signature Page

Participant: Lynne M. Powell

Cluster: Tampa II-D

As Major Applied Research Project Committee Chair, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a respresentative of applied field research resulting in educational improvement.

9/25/92
(Committee Chair Signature) (Date)

As Major Applied Research Project Committee Reader, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a representative of applied field research resulting in educational improvement.

David S. Flight 9-22-92
(Reader Signature) (Date)

As Major Applied Research Project Committee Institutional Representative, I affirm that this report meets the expectations of the National Ed.D. Program for Educational Leaders as a representation of applied field research resulting in educational improvement.

Charles L. Faires September 23, 1992
(Resprentative Signature) (Date)

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Abstract

The Development and Implementation of an Interdisciplinary Global Education Program at Seacrest Country Day School

This report describes the process used by a fully accredited private school with 260 students in grade prekindergarten through grade eight to develop and implement an interdisciplinary global education program. Areas of need which were addressed included: differences in definition of the concept by the teachers; inconsistencies in the scope and areas of the curriculum where global concepts were addressed; teacher concerns about adding more to an already full curriculum; teacher concerns over lack of student knowledge about global concepts; and student reluctance to participate in community service projects.

Intervention strategies included: inservice workshops for teachers; workshops for parents; the development of a definition, philosophy, goals, objectives, and curriculum for a global education program; the development of a catalog of local, national, and international resources and opportunities for global education; and a school-wide implementation of the program.

Global education became a central theme in the school environment. Global concepts were addressed throughout the curriculum. Parents and members of the community became actively involved in the program, and the community at large became the learning laboratory for the students. Partnerships were formed with local organizations as well as with organizations outside the local area. Two university students, one local and the other from Denmark, worked in the program with the students. A qualitative approach to research was utilized, and teachers developed student profiles and the beginning of portfolios to record student progress and outcomes. Parents and teachers demonstrated increased understanding and support for global education. Teacher and parent evaluations indicated that all students demonstrated satisfactory global knowledge and awareness, were involved with recycling at the school site, and participated in global education field trips and community service projects.

In April 1992, Seacrest School was designated an Outstanding Model School of America by Turning Point for Teachers. The global education program was mentioned as outstanding.

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Chapter 1

Problem Statement and Community Background

General Statement of the Problem

The philosophy of Seacrest Country Day School states:

> ...in addition to academic subjects, technology, and basic skills, Seacrest School will also place an emphasis on the arts, physical education, social awareness, peaceful means of relating to others, and culturally accepted values....we must acknowledge that we are part of a global transformation. If children are to be prepared to live and function creatively in the twenty-first century, we must be willing to go far beyond the traditional limits of schools as they have existed. By exploring and discovering new ways of developing the human potential and inner wisdom, children can meet the greatest challenges that have ever faced mankind. (Seacrest Country Day School Philosophy, 1983, pp. i-ii) (Appendix A)

The foundation for a dynamic global education program at Seacrest School was in place in 1988. The solid foundation came from the philosophy of the school. Strong elements needed to build on that foundation could also be identified: excellent teachers; supportive parents; a multisensory approach to learning; and the recognition throughout the local community as a school that developed caring students with strong self-esteem. Many additional needed components were evident but not fully developed.

The social studies program followed the expanding environments model. We believed that students needed to be involved in the familiar before they could understand the unfamiliar. Conceptual themes were developed and delivered through formal units of instruction. Traditional social studies textbooks were adopted at the fourth grade level.

Teachers wrote their own programs, and gaps were recognized. Middle grade teachers were concerned about the lack of geographical knowledge displayed by their students. Some teachers were very committed to teaching social studies; others were not as committed. In March 1989, the teachers decided to add a global education component to the social studies curriculum. During the 1989-1990 school year, each grade level studied one country from around the world, and in March 1990, the school came together for an International Festival. Some classes studied their country in depth, and others only casually. In the discipline of science, there was a commitment to the environment in every classroom. Some classes explored the environment with passion, and others did not. All students participated in field trips in the community, and parents drove the children to their destinations. Some classes invited parents into the classrooms to share with the children. However, the wealth of resources available in the parent population and the community, at large, were not being utilized.

The foundation of global education was in place, and many additional elements were obvious. We needed to define our commitment to global education, make the connections, and put the pieces together to build a strong global education program.

Interviews with the 20 teachers at Seacrest indicated that 100% were interested, in and felt the need for, global education. All had exposure to the national initiative calling for the inclusion of global education in the curriculum; however, all had different definitions of the concept. The interviews revealed that 40% of the teachers felt the need to further integrate global education into the Seacrest curriculum. Thirty percent of the teachers were concerned about adding more to the already full curriculum. One hundred percent of the 1989-1990 fourth, fifth, and sixth grade teachers noted concern over the lack of knowledge displayed by students in those grades as evidenced by student performance in the National Geographic Society's annual Geography Bee in March of 1990.

The global education program was centered on each class and grade level studying a specific country as a part of the social studies curriculum. One day during the school year was designated as Global Education Day with various activities scheduled to display projects and knowledge at each grade level. This project produced much enthusiasm in students, teachers, and parents. In addition, during the 1989-1990 school year, fifth and sixth grade students were encouraged to participate in two local projects that would pertain to global thinking and problem solving. One involved helping migrant children in Immokalee, an impoverished area of Collier County, and the other involved establishing a recycling center on the school site. Both projects failed to happen, as they did not receive student commitment and parental support.

If Seacrest School were going to stay on the forefront of education and continue to live its philosophy, the above data indicated that a global education definition, philosophy, and curriculum needed to be developed and implemented that was interconnected, interdisciplinary, and a central theme in the Seacrest environment. This project addressed this need.

Description of Immediate Problem Context

Seacrest Country Day School was founded in 1982 as a result of an idea of a prominent real estate developer in Naples, Florida, and his wife. They envisioned a school in which children would discover how to utilize and realize their own potential and inner resources; a school where learners would attend with joyful anticipation. The first Director of Seacrest spent one year planning, designing, and developing the Seacrest curriculum, philosophy, and environment. She remains Director of Seacrest Country Day School today.

Seacrest School began with its first prekindergarten class in the fall of 1983. Seacrest has progressed one grade each year, and today there are 260 students enrolled in grade prekindergarten through grade eight. The school is fully accredited by the Florida Council of Independent Schools and the Florida Kindergarten Council. Seacrest School is a nondenominational, nonprofit organization.

The staff of Seacrest School is comprised of 17 classroom teachers, specialists for art, music, physical education, foreign language, and library/media, 13 tutors, 2 administrators, and 2 secretaries. All teachers are experienced, and all are certified. Class size ranges from 14 students in the prekindergarten to 18 students in the upper grades. Grades prekindergarten through first are taught by teachers assisted by full-time tutors. Grade two through grade eight share tutors by grade levels. Additionally, tutors work in the afterschool program under the direction of the physical education teacher.

All students are of average or above-average ability. All students are learning and making academic and social progress. It appears that all students enjoy school and learning at Seacrest.

The parent population of Seacrest School is comprised of middle to high socioeconomic groups. The parents are involved and supportive of the school. Seacrest is their school of choice (Appendix B). Seacrest families live in Switzerland, Sweden, England, Bermuda, and Germany, as well as in the United States.

I am the academic dean of Seacrest Country Day School. Responsibilities associated with my assignment include the following:

Supervision, training, and evaluation of personnel
Curriculum development, selection of materials
Director of Admissions
Budgeting, finance, and fund raising
Discipline

Although the above list is indicative of my responsibilities, it is by no means inclusive. I am involved in every aspect of the administration of Seacrest, and when the Director is away, I assume total responsibility of the school.

Description of Surrounding Community

Seacrest Country Day School is a private school located in Naples, Florida, in Collier County. Collier County has a population of about 157,400 people living in an area of 1,994 square miles. Collier County is located in southwest Florida. A portion of the Everglades is located in Collier County, and Seminole and Miccosukee reservations are found in this area.

Collier County has 18 public elementary schools and 10 private elementary schools. The schools are experiencing 7-8% growth annually, and the public school system projects building at least two new schools each year from 1990-1995.

The City of Naples has a business community comprised of traditional enterprises and high-tech light industry. Tourism is a major industry, and the business community is actively marketing the Naples area world-wide. Collier County has major agricultural operations including citrus groves, vegetable farms, and cattle ranches. The agricultural industry supports a large migrant worker population. The Chamber of Commerce reports the average per household income in Collier County as $35,841 (1991).

Collier County's influential environmental organization is The Conservancy, Inc. This private, nonprofit organization was established in the Naples area in 1964, and is dedicated to environmental protection, nature education, wildlife rehabilitation, ecological research, and land preservation.

In 1989, The Naples Philharmonic Performing Arts Center opened. This center offers the county fine and performing arts on an international scale. The center is actively forming a relationship with the county's public and private schools.

Chapter 2

Problem Definition and Evidence

The need for the development of global perspective has been recognized worldwide. Educators had generated a large body of literature addressing this need; however, there was little knowledge base on an expanded vision of global education from which to draw. The literature provided evidence to support the belief that curriculum had not been developed; there was no shared definition nor common goals, and ready-made solutions were not available (Kniep, 1986; Tucker, 1983). Traditional social studies, the discipline most often assumed to provide the framework for developing global citizens, was limited and narrow in scope. Traditional programs no longer fit our changing world, and change had become essential.

Problem Background

Seacrest School began a global education program in the Fall of 1989. Teachers, by grade level, created units that concentrated on the geography, people, customs, and culture of a country of their choice. Current events were discussed in most classes, and the oldest children, the sixth graders, studied the history of countries in the Western Hemisphere. In the spring of 1990, one afternoon was dedicated to global education, and all students, with their own "passports" in hand, traveled from one country to another to view projects, taste authentic food, and experience another part of the world.

Direct knowledge and observation indicated that many things were going on at Seacrest School, in addition to the described global education program, that were a part of global education. All facilitated the development of an interconnected, interdisciplinary, global education program for Seacrest School. There was a commitment to environmental studies. Most classes participated in some of the educational lessons for students offered by The Conservancy, Inc. The international flavor of Seacrest provided opportunities for parents to serve as resource persons to bring another culture into the classrooms for children to experience.

History showed that the staff of Seacrest School had been open to new ideas and new approaches to learning. The multisensory, integrated approach to learning had been carefully developed from prekindergarten through the seventh grade. The Seacrest learning environment established back in 1982, was research-based, and the interest in putting research into practice has continued at Seacrest.

Evidence of Problem Discrepancy

The Seacrest teachers were asked to formulate their personal definitions of global education in September 1990 (Appendix C). Analysis of these definitions indicated that the Seacrest teachers all had different views about what global education encompassed. Some of the teachers had limited views, focusing primarily on geography and the study of different cultures. Teacher definitions of global education included the following:

> Global education is helping people expand their awareness of the entire world. To learn to respect a culture other than your own. We must work to live as one. We rely on our "Globe" daily, we must take care of it daily. We need to become aware of more than our own backyard.
>
> I see global education as a way of introducing our children to the idea that they are indeed citizens of a world community. Our focus should be on the way our actions (both as individuals and as a nation) have the power to affect other individuals in other nations. Naturally part of this process is learning basic geographical concepts: continents and countries that make them up; cultural diversity; landforms... However, this geographic foundation must lay the groundwork for the ultimate goal of teaching cross-cultural cooperation and global responsibility in all areas: civil rights; respecting religious differences; stewardship of the earth; and, feeding the hungry.
>
> To me global education is the acquainting of children to the many cultures, countries, customs, languages, etc. of the world in order to enable them to understand their own place in the scheme of things.
>
> Global education would seem to be an overall awareness of the world in which we live--learning where in the world we all are, learning about other cultures and languages, contrasting and comparing people--their likes and dislikes, their way of life, how they worship and in general what is happening in their world.
>
> Global education begins with developing each child's self concept. It begins with "ME", and looking at the world among the "ME". Global education encourages children to be aware and understand how the cycle of life works, from their small world of family and friends to far away places on the earth and beyond. It teaches ways we are alike and different, how all types of people make up the world. Mostly, children need to learn that we must take care of our world... the people, the land, and the spirit of the future.
>
> Global education is the sharing of information about our own country and other countries, their philosophies, life styles and customs, focusing not

> only on their differences from our own way of life, but also on the common bond we all share as citizens of the same planet.
>
> Learning about one another through art, music, dances, and games. Hopefully learning about the differences in the way of lifestyles and methods of learning.
>
> To me global education is the teaching of interdependence, interrelatedness, and oneness of all cultures on Earth.
>
> Global education is an awareness of what is outside the child himself. This begins with an awareness of home and family which then grows to the neighborhood, the city, the state, the country and the planet where I live. At each level we can begin to understand the likeness and differences of people, customs, weather, and geography.

My journal entries, recording comments made by the 20 Seacrest teachers in interviews conducted in August 1990, showed that they were all (100%) interested in global education and felt the need for a program at Seacrest School (Appendix D). When describing their individual programs, different views about what global education encompassed were again evident. The emphasis was on geography and the study of different cultures. When discussing the school-wide global education program, 40% of the teachers expressed the need to further integrate global education into the present Seacrest curriculum. However, 30% of the teachers expressed concern about adding more to an already full curriculum.

Teachers noted concerns about the 1989-1990 global education program in a questionnaire distributed in September 1990. Table 1 summarizes the teacher responses.

Table 1

Summary of 12 Teachers' Responses to a Question Asking for Concerns about the 1989-1990 Seacrest Global Education Program Questionnaire Conducted in September 1990

Concern Stated	# of Teachers (n=12)	% of Teachers
Need to set goals/establish a plan for global education	4	33%
Some teachers take global education less seriously than others	5	42%
Need more parental/ community involvement in the global education program	3	25%
Need greater depth and integration of the program	5	42%
Need a school emphasis on recycling or community service	3	25%

Thirty-three percent of the 12 teachers taking part in the 1989-1990 Seacrest global education program stated that Seacrest needed to set goals and establish a plan for global education. Teacher comments included the following:

> I'm happy to be part of a school that is even considering tackling this issue. Our hearts and values are well placed, but our approach lacks structure--maybe even goals. Perhaps we need to set

> goals (not what crafts or activities we can do, but real educational objectives) at a staff development meeting. Once we know why we think this is important, we can find ways our students can share their knowledge about their country and their responsibility as world citizens.
>
> ...but we must first establish clear achievable goals as a school. Then go for it.
>
> We need staff consensus as to what we mean when we discuss global education and then decide what we are going to do to make it happen. We will need to develop goals and objectives for the whole concept (subject?).

The need for greater depth and integration into the Seacrest curriculum was noted by 42% of the teachers. Two of the 12 teachers made the following comments:

> The global education program at Seacrest is in its infancy and is geared toward a geographical outlook...We need to use our beginnings of teaching geography as a stepping stone to the entire awareness necessary for successful citizens of the future.
>
> ...if global education is going to have real meaning we must do more than make an adjustment in the areas of what we now consider "social studies". What about science, art, and music?

Forty-two percent of the 12 teachers expressed concern that global education was taken less seriously in some classes than others, as the following teacher comments illustrate:

> I am concerned about staff commitment. This shouldn't be viewed as one more thing to do in an already busy schedule.
>
> My concern is that, unless directed by the school administration, teachers will elect to ignore global education.
>
> My only concern is that some classes take this less seriously than others.

Twenty-five percent of the 12 teachers mentioned the need for more parental and community involvement in the global education program. The need for a school emphasis on recycling and community service projects was noted by 25% of the teachers.

Teachers were asked to estimate the amount of time they spent on global education each week. Table 2 summarizes the teacher responses.

Table 2

Summary of 16 Teachers' Responses to the Question, "How Much Time Do You Spend Each Week on Global Concepts in Your Classroom?," in September 1990

Estimated amount of time spent on global concepts	# of Teachers (n=16)	% of Teachers
less than 1/2 hour	2	13%
1/2 hour to 1 hour	8	50%
1 1/2 hours to 1 3/4 hours	4	25%
More than 2 hours less than 4 hours	0	0
More than 4 hours	1[a]	6%
Not able to answer	1	6%

[a] The answer for this teacher was 8 hours.

Fifty percent of the teachers stated that they spent approximately 1/2 hour to 1 hour each week on global concepts in their classrooms. Twenty-five percent estimated spending between 1 1/4 hours to 1 3/4 hours weekly on global concepts. One teacher estimated spending at least 8 hours per week on global concepts and two teachers (13%) spent less than 1/2 hour per week. Analysis of this information suggested that estimated time spent on global concepts relates to individual teacher interpretation and scope of global education and to the integration of global education into the Seacrest curriculum.

Teachers were further asked to indicate the areas of curriculum where global concepts were addressed in their classrooms. Analysis of this information suggested that individual teacher interpretation of global education was reflected in the individual teacher's integration of global education throughout the Seacrest curriculum. Social studies was viewed as the primary vehicle for educating global citizens by the teachers interviewed. The academic disciplines of science and language arts were also identified by more than 50% of the teachers as primary areas of the curriculum where global concepts were addressed. Twenty percent of the teachers stated that mathematics was a primary area utilized for teaching global concepts. However, only two (14%) teachers indicated that global concepts were taught throughout the curriculum and one (7%) teacher stated that global concepts were addressed throughout the curriculum and in all school experiences. Table 3 illustrates the results of the teacher responses concerning areas of the curriculum where global concepts were taught at Seacrest School.

Table 3

Summary of 15* Teachers' Responses to the Question, "In What Areas of the Curriculum are Global Concepts Addressed in Your Classroom?," in September 1990

Area of curriculum	# teachers indicating area as primary (n=15)	% teachers indicating area as primary	# teacher indicating area as secondary	% teacher indicating area as secondary
Social Studies	15	100%	-	-
Science	9	60%	1	7%
Language Arts	8	53%	3	20%
Math	3	20%	4	27%
Computer	2	13%	-	-
Spanish	2	13%	-	-
Music	2	13%	-	-
Art	2	13%	-	-
Physical Education	2	13%	-	-
Throughout curriculum	2	13%	-	-
Throughout curriculum and all school experience	1	7%	-	-

*Responses of 6th and 7th grade teacher tallied as 1 as they team teach and each is responsible for different academic areas.

One hundred sixty-five parents were surveyed in October 1990, to provide further insight about their views on the importance of the Seacrest philosophy, the importance of global education, and their interest in learning more about global education. Seventy-nine parents responded, representing 48% of those surveyed. No definition or explanation of global education was provided for parents. Table 4 summarizes the results of this survey.

Table 4

Summary of 79 Parent Responses to Questions About Global Education Asked in a Survey Conducted in October 1990

Question	Very (n=79)	Some-what	Neutral	Little	Not at all
How important was the philosophy of Seacrest in making your decision to have your child attend Seacrest?	67 (85%)	10 (12%)	2 (3%)	- -	- -
How important do you feel global education is for your child?	63 (80%)	10 (12%)	6 (7%)	- -	- -
How interested are you in learning more about global education?	56 (71%)	18 (23%)	2 (3%)	2 (3%)	- -

Ninety-seven percent of the seventy-nine parents responding indicated that the philosophy of Seacrest School was very or somewhat important in selecting Seacrest as the school of choice for their children. Ninety-two percent responded that they felt global education was very or somewhat important for their child. However, 10% of these parents noted that they were not sure what global education means. Ninety-four percent of the parents were interested in learning more about global education. Three percent of the parents indicated that they had little interest in learning more about global education.

One hundred and one students in grade three through grade seven were asked questions in October 1990, that pertained to global thinking. The questions pertained to the school, neighborhood, greater community, and the world. The students were instructed to address all of the questions, write as much as they wanted to write, and take as much time as needed to answer the questions. They were also told that no grades would be given for their answers and that there were no wrong answers. Teachers were asked not to discuss the questions prior to the students writing their answers. However, class discussion about the questions was encouraged after the students had completed their answers. Table 5 summarizes the student responses.

Table 5

Summary of Responses of 101 Students in Grade 3 Through Grade 7 to Questions Pertaining to Global Thinking in October 1990

Question	Answers Indicating		
	Global Thinking (n=101)	Other	No Problem
What is the biggest problem in your neighborhood and what can you do to make it a better place to live?	7 (7%)	57 (56%)	37 (37%)
If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?	39 (39%)	54 (53%)	8 (8%)
What could you do to make Seacrest School a better place to live, grow, and learn?	5 (5%)	54 (53%)	42 (42%)
If you were President of the United States, what would you do to make the world a better place to live?	47 (47%)	49 (48%)	5 (5%)

Analysis of student responses to questions pertaining to global thinking suggested that students were more able to identify global problems away from their own neighborhoods and school. Additionally, they were more able to suggest solutions to global problems that would be carried out by others rather than by themselves. The global issues discussed by students included environmental issues, the problem of the homeless, and world peace.

> No excitement in my neighborhood.
> Grade 5

> There doesn't seem to be any problems in my neighborhood.
> Grade 7

> A dog next door to my house barks in the night when I am sleeping.
> Grade 3

> Everyone wants a smooth road instead of a rock built one.
> Grade 5

> There are palm fronds on empty land.
> Grade 4

> In Collier County I would make people not litter.
> Grade 3

> One problem is the garbage. We really need to do something about it. Places will get too crowded if we don't put it somewhere. Another is the environment. Animals are losing their lives because of us killing them and it effects the food chain, and if it effects us that means trouble.
> Grade 5

> Kids on drugs, air pollution, recycling and garbage, woods and animals, and homeless people.
> Grade 7

> Too many old people.
> Grade 6

> If I could make Seacrest a better place I would make it bigger.
> Grade 5

> Don't change it it is perfect!
> Grade 6

> Don't be so strict with sugar.
> Grade 4

> I don't think we need anything that we don't have now.
>
> Grade 6

> More jacks and balls are needed.
>
> Grade 4

> I would bring down those darn taxes.
>
> Grade 5

> If I was the President I would know there are no solutions for our country's problems.
>
> Grade 7

> I would come up with a budget deal to cut costs of government spending that everyone could agree on. I would have a better way of keeping kids in school that would cut down on gangs, drugs, and theft. I would also have each school police patroling halls, bathrooms, and empty classrooms.
>
> Grade 7

> Make good rules and be a good President.
>
> Grade 4

> I would make everybody be nice to everyone else.
>
> Grade 3

It was difficult for the students to identify global problems where they could participate in the solution and make a difference. Five percent of the students could not identify any problems in the world or ways that they could make the world a better place to live. It seemed reasonable to relate this information to the lack of interest or commitment by students to participate in the two proposed global education projects: helping migrant children in Immokalee, an impoverished area of Collier County, and the establishing of a recycling center on the school site.

The search of the literature and investigation of the nature of the global education program at Seacrest School led to the following questions:

- What do we mean by global education?
- Why do we need global education?
- What does it mean to go "far beyond" the traditional limits of schools as they have existed?
- What is the "global transformation?"
- What are our goals?
- What are the objectives in meeting the goals?
- What concepts need to be taught?
- How are the concepts to be developed?
- How will we evaluate the outcomes?
- What activities, methods, and strategies need to be developed?
- What materials and equipment are needed?
- How will we reach consensus?
- How do we integrate global education into the program?

Possible Causes of Problem

The literature suggested that the different views of global education and the lack of the development of curriculum, programs, materials, and shared goals had contributed to the restricted growth of global education (Kneip, 1986 and Tucker, 1983). The literature addressed and presented various conceptual frameworks of global education; however, the description of the content and a scope and sequence of the curriculum were lacking. K. Tye (1990) pointed out that the lack of a clear definition could be considered a strength. Systems that developed their own definition and global education programs had the greatest potential for school improvement. This was observed in the Seacrest environment.

The suggestion that global concepts and skills could best be taught throughout the curriculum also needed to be addressed at Seacrest School. K. Tye (1990) suggested that none of the global issues could be adequately studied by using only one discipline, and that interdisciplinary curriculum designs were compatible with global education. Exposing students to global issues across the curriculum increased student enthusiasm and sense of making connections (Kirkwood, 1990).

The belief that global education must be a grassroots effort involving local resources, participants, and environment was supported throughout the literature. Tucker (1983) suggested that the most successful global education programs were found when teachers, parents, and local citizens came together to open up the community as a learning laboratory for the students. When the community came into the school and the school explored the resources of the community, learning was enhanced and support from the community increased (Anderson, 1990). The global education program at Seacrest School needed to be developed by the Seacrest community and expanded into the community at large.

With the rapid changes in the world, the program for global education must be always open for new knowledge, situations, and opportunities. From 1989-1992, we viewed via advanced technology in communications, major geo-political changes taking place throughout the world. Our global perspective was rapidly changing as we witnessed the call for democracy by students in Tiananmen Square, the dismantling of the Berlin Wall and the emergence of a unified Germany, the revolutions in eastern Europe, the release of Nelson Mandella in South Africa, the Persian Gulf War, and the dramatic changes in structure of the Soviet Union.

Change in education has not kept pace with the major shifts occurring throughout the world. For the past eight years, the American educational system had been participating in the "back to basics" movement called for by the "National Commission on Excellence in Education" in A Nation at Risk (1983). Evidence of this movement could be seen in the local public school system and in the perceptions of some Seacrest parents. Testing had driven curriculum, as more emphasis had been placed on an end product, rather than the educational journey in getting there. With the current emphasis on restructuring calling for shared decision making at the local level and teacher empowerment, global education has a brighter future.

Chapter 3

Influences in the Problem Context Bearing on Solutions and Outcomes

Influences in the Immediate Problem Setting

I identified the following influences in the immediate problem setting as facilitating factors to the success of the project.

The philosophy of Seacrest School incorporated the goal of preparing students to live in an interdependent world (Appendix A). All prospective parents were given a copy of the philosophy to study before enrolling their child in Seacrest. In the application for admission to Seacrest, parents were asked to respond to the questions, "Have you read the philosophy of Seacrest School?", and, "Does this philosophy agree with your personal values?" (Appendix B).

In order to set the stage for the global education project for Seacrest School, the first 1990-1991 staff workday was spent in a retreat setting. All staff members stepped aboard a boat and were ferried off to Keewaydin Island in the Gulf of Mexico. This retreat consisted of sun, sand, getting to know each other, and thoughtful interpretation, reflection, and sharing of the philosophy. During the day, the discussions centered around the implementation of the philosophy--past, present, and future. The initiation of a global education program emerged from the discussion as being the central theme for the future.

At Seacrest School, the best of traditional methods and recent experiential and experimental approaches to curriculum design and teaching had been incorporated. For example; cooperative learning, shared outcomes, multisensory approach to learning, resource people, self-esteem and confidence building, cooperative games, and the use of nonverbal communication were all part of the learning environment. The intrinsic nature of the learning environment, designed by the Director of Seacrest School, was a major facilitating factor for this project.

In 1988, accreditation teams from the Florida Council of Independent Schools and the Florida Kindergarten Council made specific reference in written reports and verbal communication to the talent and creativity of the Seacrest staff. Historically, the staff had been open to new ideas and change and had been willing to incorporate new concepts and ways of learning into their own programs. The decision making process in designing the curriculum and selecting materials was shared by the teachers and administration.

As evidenced in written responses to questions posed to teachers in September 1990, all (100%) of the teachers were interested in global education (Appendix D). Interpretation of these responses suggested that all (100%) saw a need for global education as part of the Seacrest curriculum. Further, staff records showed that five faculty members had international teaching experiences in Libia, Singapore, Germany, Austria, and Ireland. Other faculty members had studied abroad and traveled extensively.

Substantial parent involvement in the school was evidenced daily. Parents drove on field trips, served as resource persons, volunteered as math "super star" teachers, and Great Books leaders. Review of the 1990-1991 student enrollment records showed that several students lived part of the year in a country other than the United States. Seacrest families lived in Bermuda, Germany, Sweden, Switzerland, England, Holland, and Canada. The father of four Seacrest students was a member of the Swiss Parliament. This facilitating factor added resources and an international perspective to the Seacrest environment.

The following influences in the immediate problem setting were identified as temporary constraining factors.

Informal interviews with teachers over the summer of 1990, revealed a concern about adding more content to a full curriculum (Appendix D). However, it was noted that responses to the question written in September of 1990, asking for concerns about global education at Seacrest did not elicit this response.

In addition, the 1990-1991 Seacrest budget made no provision for the funding of this project. With enthusiasm and support from the staff and parent population, this was viewed as a temporary constraining factor.

Influences in the Broader Community External to the Problem Setting

I identified the following facilitating influences in the broader community external to the problem setting. Global education was a national initiative. Literature reviews spanned the topic for the past 20 years; however, it was time to make global education a priority. The theme of the 44th Annual Conference of the Association for Supervision and Curriculum Development held in Orlando, Florida, March 11-14, 1989, was "Educating Global Citizens." The first paragraph of the "Conference Greeting" stated in the Conference Program reads:

> The magical number 2000 is fast aproaching. It signals a new decade, a new century, and a new millennium. The school students of today will be the citizens, decision makers, leaders, statesmen, parents, and educators of a new tomorrow. Effective adults in the new age will be global citizens. They will understand and strive to improve the interrrelations, interactions, and interdependence of the diverse cultures of the world, and they will work successfully in the world. They will understand how people around the world are intertwined economically, ecologically, socially, politically, and spiritually. Intelligence for the new age will be global intelligence.
> (ASCD Conference Program, 1989, p.3)

Key administrators from the Collier County Public School System attended the 1989 ASCD Annual Conference. Some global education had been introduced into the local public school curriculum. In the spring of 1990, the local media covered stories about Collier County Public School elementary students participating in international student exchanges.

Demographic studies of Collier County showed that the area's population is culturally diverse. The area is home to Seminole and Miccosukee Indian tribes. In addition, the agricultural industry of Collier County supports a large migrant worker population. As of February 1992, 5,460 Collier County public school children, about one fourth of the student population, came from families where a language other then English was spoken. The public school system reported that some children, mostly from Haiti, Mexico, or the Bahamas, had never gone to school before coming to Collier County. (Hurley, 1992)

The Chamber of Commerce reported that the Naples area has some strong international economic and business ties. Tourism is a major industry, and the business community is presently marketing the Naples area world-wide.

The Conservancy, Inc., is supported by the largest local membership of any organization in Collier County. This organization is dedicated to environmental protection, nature education, wildlife rehabilitation, ecological research, and land preservation. Local media reports showed that, historically, The Conservancy actively took a political stand on local environmental issues. Collier County is located on the edge of the Everglades. Living so close to an endangered ecosystem serves as a daily reminder that everything in nature works together and knows no artificially determined border.

The Naples Philharmonic Performing Arts Center offers fine and performing arts on an international scale. This facility opens windows to the rest of the world for the children of Collier County.

I recognized the possible constraining factors of more limited views of what constitutes global education and different views about the appropriate context for developing global perspective in the broader community. However, it appeared the worldwide view was moving from pre-global thought to global thought.

Chapter 4

Problem Conceptualization, Solution Strategy, and Project Outcomes

Review of the Literature and Consultation With Others

The need for the development and implementation of an interdisciplinary global education program at Seacrest School became more apparent as ideas were gathered from an indepth review of the literature and consultation with knowledgeable others.

The rationale and urgency of global education could be found throughout the literature. The theme of the 44th Annual Conference of the Association for Supervision and Curriculum Development, March 11-14, 1989, was "Educating Global Citizens." The noted lecturers, John Cogan, Rex Nettleford, Mihaly Csikszentmihaly, and Bob Samples, all set forth the challenge of educating our children for survival and participation in the "global village" where they will live.

The timeliness and importance of global education was reinforced by world leaders. King Hussein of Jordan stated, "The world has become one, and each of us, regardless of his passport, is a citizen of that world. The world's destiny has been joined. We will suffer or flourish together, of that I am certain." (cited in Evans, 1987, p.546) United States Secretary of State James Baker believed, "As American destiny becomes more entwined with that of other nations, it becomes increasingly important for us to understand what is happening beyond our border." (Baker, 1990, p.3)

Kniep (1986) suggested that educators do not really understand what global education encompasses. He stated that we have asked educators to implement a program that has not been described and curriculum that has not been determined. Tucker (1983) stated that teachers have a positive attitude toward global education; however, the lack of programs and materials in the area has restricted its growth. Tucker's research involved teachers of grades 7-12. He found that 90% of the teachers felt that global education was important. Forty-two percent of these teachers felt that they were qualified to teach global education. The research by Herman (1983) indicated that only 20% of the elementary teachers surveyed felt that global education was important for grades 1-6. A test of global awareness concepts was administered to 3,000 undergraduate students by the Educational Testing Service. The results of the research by Torney-Punta (1982) revealed a lack of global perspective in education majors taking this test.

The work of Kniep, Tucker, and Torney-Punta suggested the need for teacher training in the area of global education. A workshop model for teacher training of global concepts was developed by Freeman (1983). The workshop components include: (a), setting objectives; (b), teamwork; (c), post workshop follow-up; and (d), listing additional resources. Grossman (1983) also advocated inservice training for teachers. He believed that, if the curriculum is going to incorporate global perspective, workshops must focus on the following four areas: (a), global awareness; (b), imparting information and concepts; (c), developing teacher skills; and (d), curriculum implementation.

If children are to develop a global perspective, the learning environment must provide a program that would allow them to develop skills to analyze and evaluate global information and opportunities to participate in their local environment. Reviews of the literature and research suggested the elementary school is the optimum place to begin global education.

The work of Piaget and Weil (1951) suggested that, by age ten, children understand the concept of "homeland." Jahoda (1963) believed that this concept is developed as early as six or seven years of age. Further, Remy, Nathan, Becker, and Torney (1975) stated that children develop attitudes about their own country and toward other people and countries simultaneously. The Family of Man Evaluation Project (Mitsakos, 1978) showed that elementary school programs emphasing strong global concepts influence student attitudes toward world nations and their people. Kagan and Madsen (1971) found that children develop an awareness of the concept of interdependence between the ages of five and ten. They concluded that the understanding of this concept is directly related to the learning environment in the classroom. Schuncke (1984) stated that teachers of the very youngest children need to see global education as one of their prime responsibilities as the evolution of becoming a global citizen proceeds gradually. Finally, Lambert and Klineberg (1967) studied 3,300 children in 11 areas of the world. They concluded that children ages ten and under were receptive to learning about other people, and by age fourteen, they are less receptive.

Historically, global education has been the domain of the social studies teacher. Evans (1987) described the typical primary social studies programs as expanding environments. The assumption was made that young children are not able to understand global concepts and must progress from the familiar to the less familiar. Schuncke (1984) contended that affective skills are utilized to develop global awareness. Therefore, these skills should be taught throughout the entire curriculum. Swetz (1985) stated that because mathematics is an international language and a way of identifying with cultures, it should be utilized in global education. Global concepts are easily added to foreign language instruction (Anderson, (1982). Weaver (1988) suggested that cultural diversity be taught through literature in the elementary school. He described the Charles County - University of Maryland EMC model where global concepts are taught throughout the curriculum. The technology available to the classroom today can play a vital role in a global education curriculum. Diem (1989) suggested global knowledge will be increased as classrooms and students throughout the world communicate directly through international video exchanges and computer hook-ups. Studies showed increased skills and knowledge gains in social studies through the use of databases.

Finally, review of the literature pointed out a clear distinction between global education and multicultural education. Indeed, multicultural education is one component of global education (Anderson, 1982; and Banks, 1981). Cole (1984) and Wilson (1983) contended that both have commonalities and should be combined in an interdisciplinary approach. The shared goals for multicultural education and global education include: cultural and crosscultural awareness; awareness of human choice; human rights; interdependence of the world's people; understanding of the sources of human conflict; and multiple language acquisition. Hanvey (1982) stated that environmental and ecological studies show young children that everyday behavior has global consequences. Tooke (1988), Kniep (1986), and Evans (1987) suggested that interdependence, the interconnectedness of all living organisms and environments, is the core element of a global education program.

During the first staff workday of the 1990-1991 school year, Dr. Jane Kern, Director of Seacrest School stated that:

> The question of what comes next in the evolutionary process of learning will be determined by the degree to which we can stay open to new ideas and paradigms,

> and our ability to recreate new ways of facilitating and communicating learning. Global education must encompass a sense of self-renewal; this regenerative, evolutionary process must ultimately be discovered from within. Individuals must find, recognize and honor their own internal capacities for knowing. Collectively, the next step in this evolutionary process may include an expanded awareness of the interactive and connective link between all individuals and the universal environment. Perhaps if we can begin to think more globally in terms of our relationship to the world at large, we can learn how to take care of our entire well-being while contributing to the well-being of others and the environment. (J. R. Kern, personal communication, August 28,1990)

Planned Solution Components

The learning environment and culture of Seacrest School, the review of the literature, and consultation with others suggested the following solution strategy to facilitate the development of a global education program at Seacrest. The solution strategy consisted of five major elements:

1. Inservice workshops for teachers to provide them with knowledge, understandings, strategies, and enthusiasm for the development of a systematic, interconnected, interdisciplinary global education program for Seacrest School.
2. Workshops for parents to provide them with knowledge, understandings, strategies, and enthusiasm for supporting and participating in a global education program at Seacrest School.
3. The development of a definition, philosophy, goals, objectives, and curriculum of a global education program for Seacrest School that is

interconnected, interdisciplinary, and a central theme in the Seacrest environment.

4. Development of a catalog of local, national, and international resources and opportunities for global education for use by teachers, parents, and students.
5. School-wide implementation of the global education program at Seacrest School.

Interviews with the Seacrest teachers clearly showed that 100% of the teachers were interested and enthusiastic about global education. This was a striking contrast to the research conducted by Herman (1983), where only 20% of the elementary teachers interviewed thought global education was important in the elementary school. However, the definitions of global education formulated by the Seacrest teachers (Appendix C) revealed a wide range of interpretation as to what global education encompasses. The major theme of the responses was more toward multicultural education than a comprehensive global education program. This substantiated the views of Kniep (1986) and Tucker (1983) in the Seacrest environment. Workshops were needed to further provide the staff with knowledge, understandings, and strategies of global education. I investigated the workshop models of Freeman (1983) and Grossman (1983) and adapted them to the needs of the Seacrest staff.

The parent community of Seacrest School was a major facilitating factor necessary for the success of the global education program at Seacrest. Parents were enthusiastic and involved in school projects and programs. The international nature of the parent community provided resources for the program. Parent contacts in other countries facilitated student and teacher international exchanges. Many parents were active in local environmental organizations and issues. Tucker (1983), Anderson (1979), and Evans (1987) contended that global education must be a grassroots effort involving local resources, participants, and environment. Parent workshops provided knowledge, understandings, strategies, and support for parental participation in the global education program at Seacrest.

Global concepts and skills could best be taught throughout the curriculum (Diem, 1989; Anderson, 1982; Weaver, 1988; Cole, 1984; and Hanvey, 1982). The computer system at Seacrest was utilized to facilitate the acquisition of global knowledge (Diem, 1989). Because the Seacrest staff was talented, creative, and open to new ideas, they were able to develop a global education program that is interconnected, interdisciplinary, and a central theme in the Seacrest environment.

As the global education program was not a prepackaged curriculum, a catalog of local, national, and international resources and opportunities was developed for use by teachers, parents, and students. Tucker (1983) suggested the lack of materials and resources has restricted the growth of global education. Anderson's (1979) beliefs that the local environment provided unique opportunities for the development of global concepts further supported the need for a catalog of local resources and opportunities.

The philosophy of Seacrest School stated that we need to prepare our students to live in an interdependent world. Elementary school students were developmentally ready to understand global concepts (Piaget and Weil, 1951; Jahoda, 1963; Lambert and Klineberg, 1967; Remy et al., 1975; and Mitsakos, 1978). This was the time for Seacrest School to implement a school-wide global education program (Kern, 1990).

MARP OUTCOMES

When the project began, the following objectives were formulated to guide the action. The evaluation of the objectives was done in a qualitative manner, rather than a quantitative manner.

Terminal Objectives:

1. A global education program will be implemented at Seacrest School for the purpose of developing a greater understanding, sense of responsibility, and appreciation for a global society among the participants of Seacrest School. The program will be evaluated by an analysis of the following elements:
    a. teachers' lesson plans for the 1991-1992 school year
    b. students activities related to global education during the 1991-1992 school year

    c. parent activities related to global education during the 1991-1992 school year
    d. surveys conducted by the Academic Dean in May of 1992
    e. journal entries by the Academic Dean
    f. analysis and verification of data by the Academic Dean
    g. a written document by the Academic Dean

2. Students at Seacrest School will demonstrate satisfactory knowledge and understanding of global concepts and involvement in activities which indicate interest, commitment, and responsibility in global awareness as evidenced by formal and informal evaluations conducted by teachers, student projects completed and recorded, parent observations, and journal entries by the Academic Dean.
3. Teachers will demonstrate an understanding and support for global education as a result of the development and implementation of the global education program at Seacrest School, as evidenced through questionnaires, written communication, formal and informal meetings, discussion and dialogue, and journal entries recorded by the Academic Dean.
4. Parents will demonstrate an understanding of global education and a greater awareness of the need for integrating such a program into the Seacrest School curriculum, as evidenced through questionnaires,

written communication, formal and informal meetings, and and discussion and dialogue with teachers and administrators.

Process Objectives

1. Teacher workshops will be planned and conducted during the 1990-1991 school year for the purposes of developing greater awareness, understanding, and enthusiasm for a global education program at Seacrest School. Workshops will be evaluated by Seacrest teachers through questionnaires designed to measure understandings, awareness, and enthusiasm. Results of the questionnaires will be analyzed and tabulated by the Academic Dean.
2. Teachers at Seacrest School will develop a global education program during the 1990-1991 school year which includes the following components:
   a. a definition of global awareness
   b. a philosophy of global education
   c. goals and objectives of global education
   d. a curriculum indicating interconnected, interdisciplinary elements
   e. a curriculum which is congruent with the Seacrest philosophy
3. Parent workshops will be conducted during the 1990-1991 school year for the purposes of developing greater awareness and support for the global education program at Seacrest School. Workshops will focus on the need for global education, defining the concepts,

goals and objectives, and types of activities planned. Workshops will be evaluated by parents through questionnaires designed to measure awareness and understanding of information presented. Effectiveness of parent workshops will be measured by the support given to the program, as evidenced by the frequency and number of parental involvement and by written and verbal feedback from parents.

4. As the program for global education is developed and integrated into the Seacrest curriculum, students will demonstrate increased knowledge and understanding of global awareness, as evidenced in the following dimensions:
    a. increased positive attitudes toward self, others, and the environment
    b. increased integration of acquired knowledge (ability to construct meaning, organize, and practice concepts learned about global awareness as a part of daily experiences and activities)
    c. increased ability in extending and refining knowledge through comparing, classifying, inducing, deducing, analyzing supporting data, abstracting, and analyzing value
    d. increased meaningful use of knowledge through oral discourse, composing, problem solving, decision making, and scientific inquiry
    e. increased ability toward the utilization of

critical thinking skills, creative imagination, and self-responsibility

5. The Academic Dean will seek financial resources to fund the project for the 1991-1992 school year, as evidenced by the inclusion of an amount allocated for global education in the projected annual budget for Seacrest Country Day School presented to the Board in May 1991.
6. The development of a catalog listing local, national, and international global education resources and opportunities will allow students, teachers, and parents to be better informed and able to utilize these resources and opportunities, as measured by lending library records and teacher lesson plans for the 1991-1992 school year.
7. An on-site recycling center will be established at Seacrest School, as evidenced by the site itself.
8. A student international exchange will take place during the 1991-1992 school year involving Seacrest students, as evidenced by journal entries by the Academic Dean, media coverage, and the exchange itself.

Side Effects of the Project

As the success of this project depended on the participation and enthusiasm of the entire Seacrest community, it was anticipated that students, parents, and teachers would all gain greater global perspective. Further, it was necessary that the above happen. If global concepts were only addressed in the school setting and not reinforced in the home, there would be little chance for real meaning.

Implementation of this project offered substantial opportunities for more parental and community involvement in the school. This project offered a natural opportunity for meeting many of the current "restructuring" goals.

Because this project addressed attitudes and feelings, interdependence and the interconnectedness of all living organisms, I believed, as children learn about other people, they would also learn more about themselves. As students participated in their local environment, they would learn that they, as individuals, could make a difference in the world now.

Related Goals of the Enterprise

This project ran parallel with the goals and philosophy of Seacrest School. The following phrases were taken from the written philosophy and directly applied to this project:

> -the participants at Seacrest School will be encouraged to find a variety of alternatives in constructively solving problems
>
> -Seacrest School will also place an emphasis on...peaceful means of relating to others, and culturally accepted values
>
> -responsibility for relating to others and to the environment with deep respect
>
> -openess to new ideas, new resources, new ways of seeing, hearing and thinking

-creative leadership by a staff that is fully qualified to meet all standards set forth in the Seacrest School philosophy (Seacrest Country Day School Philosophy, 1983)

If Seacrest School was going to stay at the forefront of education and continue to live its philosophy, it was time to integrate global education as a central theme in the Seacrest environment.

Chapter 5

Implementation History

The seeds for the development of the global education program at Seacrest Country Day School were sown in 1982, when the philosophy of the school was written. As the school grew and curriculum and programs expanded, so did the need for the development and implementation of an interdisciplinary global education program.

It seems fitting that the initiation of the global education program as a central theme in the Seacrest environment should emerge from a discussion of the school's philosophy at a staff retreat on a small, undeveloped island in the Gulf of Mexico. Although only one-half hour away from Seacrest School, the participants felt that they were, indeed, in another world. It was on Keewaydin Island that the stage was set for the implementation of this Major Applied Research Project (MARP).

Original Action Plan

The planned solution strategy undertaken for this MARP consisted of five major elements: inservice workshops for teachers; workshops for parents; the development of a definition, philosophy, goals, objectives, and curriculum for a global education program; the development of a catalog of local, national, and international resources and opportunities for global education; and a school-wide implementation of the program at Seacrest School.

I was directly involved in the implementation of all components of the solution strategy. I believed that it was necessary for the staff, parents, and board all to commit to the project from the beginning if it was to succeed and become a long term theme for Seacrest School. This was an ambitious project and needed commitment, support, enthusiasm, and a high level of energy from all participants involved.

I took the responsibility for gathering the research and literature to present to the staff during the teacher workshop sessions. I also took the responsibility for the development of the catalog of local, national, and international resources and opportunities for global education.

The five-element solution strategy was broadly conceived and open for creativity and change. At Seacrest School, one often heard the phrase, "Nothing here is written in stone." The simplicity of the solution strategy allowed for the project to be innovative in nature. No element was the adaptation of someone else's model. We extracted of the most promising elements from existing models and theories and synthesized and integrated those elements into the project at Seacrest.

Throughout the implementation of this project, slight shifts were made in the timing of the original planned chronology of activities. The most significant was changing a parent workshop planned for April 1991, to

September 1991. This was done to ensure the attendance of the greatest number of parents.

My role was that of teacher, learner, facilitator, cheerleader, evaluator, and historian. As the project progressed, only the role of teacher eventually was eliminated. Teaching was involved in the planning and facilitating of teacher and parent workshops and, as usual with teaching, I became a learner at the same time. Evaluations were conducted throughout the process, feedback carefully monitored, and all details recorded in a journal to become history. Information was provided to all participants through ongoing written and verbal feedback on information gathered, actions taken, and decisions made. I kept a journal of meetings, consultations, activities, and other observations of the process.

Maintaining momentum and enthusiasm throughout both stages of the solution strategy was my role as cheerleader. This was easy to do, and by September 1991, when the program went into implementation with the children, my cheering role was no longer needed. Just being a part of the program kept momentum and enthusiasm alive.

Chronology of Implementation Activities

The Board of Directors of Seacrest Country Day School has the ultimate responsibility for governance of the school. Individually, and as a group, they provide the foundation to promote and sustain the Seacrest philosophy. My first step toward the implementation of this MARP was to gain the support from the Board for the project. The

Director of the school was a member of the board and her support had been expressed long ago.

I presented the plan for the development and implementation of an interdisciplinary global education program at Seacrest School to the Board of Directors on November 19, 1990. The meeting took place at the home of the Director of the school and was the first time the full board of seven members had met during the 1990-1991 school year. As academic dean, I sat in on board meetings, and participated in discussions but did not vote.

The goals and details of the project were described in full. The discussion centered around the philosophy of Seacrest and how it related to global education. The project met with enthusiasm. Members of the board expressed the idea that global education was the "next logical step" in the development of the school to maintain the philosophy.

Following the November meeting, board members continued to show support by making reference to the project and attending school functions relating to the project. All subsequent budget requests relating to global education were approved by the financial committee of the board.

The next step was to call a meeting of the Seacrest teachers on November 20, 1990, to describe the goals and details of the project. Each teacher was presented a folder containing the following information: the planned solution strategy consisting of the five major elements; the complete list of their individual definitions of global education (Appendix C); and the compiled results of the questionnaires that teachers, students, and parents had completed in September and October 1990 (Tables 1,2,3,4,5). I asked that each teacher keep the folder and add to it all new information and ideas generated throughout the implementation of the project. They were also asked to review the materials contained in the folder prior to attending our first teacher inservice in January 1991.

The meeting was brief and upbeat. The teachers accepted the challenge of hard work and appeared to be ready to further develop the global education program at Seacrest. I had not planned to enlist teachers to help me present the first staff development meeting; however, two teachers volunteered to work with me. These teachers had accompanied me to the ASCD 44th Annual Conference and Exhibit Show held in Orlando, Florida, on March 11-14, 1989, where "Education Global Citizens" was the theme. We had previously presented the ideas generated by this conference to the staff. The results were the beginning of the preliminary global education program at Seacrest. As a group, we decided to set the dates of January 10, 1991, and January 24, 1991, for our inservice workshops for teachers.

Pre-planning

Preparation for the workshops began immediately following the November 20, 1990, meeting with the teachers. The month of December 1990, was devoted to this endeavor.

The research that I gathered for the writing of the proposal for this MARP proved to be just as valuable in the preparation for the teacher workshops as it did for the proposal document. After one visit to the nearest university library on December 5, 1990, I had enough information on the current thought on global education to present to the teachers. The task then became a matter of synthesizing and selecting in order to prepare handouts to be added to the teachers' global education folders.

While preparing for the teacher workshops, I reviewed the information I gathered from the global education workshop models of Freeman (1983) and Grossman (1983). The first element of Grossman's model, global awareness, had been accomplished prior to this time. The third element, teaching skills, did not need to be addressed with this qualified and experienced staff. The staff had always been open to new strategies and methods, and I believed that, as this project evolved, each teacher would gain ideas for new teaching strategies that would naturally emerge from interaction with one another.

The workshops were held on January 10 and January 24, 1991, as planned, and each lasted for approximately 90 minutes. I was the primary workshop leader, and two teachers were also presenters. The purpose of the workshops was to provide teachers with knowledge, understanding, strategies, and enthusiasm for the development of a systematic, interconnected, interdisciplinary, global education program for Seacrest School. The workshops were evaluated by the teachers through a brief questionnaire designed to measure understanding, awareness, and enthusiasm.

Imparting information and concepts, the second component of Grossman's (1983) model, would be the focus of the first workshop. Setting objectives, team work, and follow-up, the elements proposed in Freeman's (1983) model, would all become a part of the second workshop. The final elements of each model included a listing of additional resources and curriculum implementation. These sections would be addressed as the project progressed.

Workshops-Teachers

The teacher presenters and I prepared the following agenda to be covered at the two workshops: Current Thought on Global Education; Taking a Look Elsewhere; Where Are We Now at Seacrest; and Where Are We Going - Philosophy, Definition, and Goals. We agreed that our agenda would be open to discussion, questions, and change if the collective thought moved in a different direction. We also agreed that future workshops would be arranged if needed. A time limit of 90 minutes was set for each workshop.

The teacher workshops were attended by all classroom teachers, the art, music, Spanish, and media specialists, the Director of the school, and three classroom tutors who were not working in the After School Program. The physical education teacher was not present for the first session because she had the responsibility of directing the After

School Program. Traditionally, inservice sessions were scheduled on Thursdays from 3:30 to 5:00 p.m. This schedule most often kept the physical education teacher from attending. This was an accepted condition. It was interesting to me to note that, after the first session, the staff expressed the need and the desire for the physical education teacher to be present and be a part of future planning sessions. The rationale was that if global education was to become a central theme running throughout the entire Seacrest environment, of course she needed to be there. Arrangements were made with tutors and parent volunteers so that she was able to attend the second workshop and all future sessions.

We opened the first workshop with a two-minute section of the audio cassette tape of Jean Houston's dramatic main address, "Whole System Transition: The Birth of Planetary Society," presented at the Fifth General Session of the ASCD's 44th Annual Conference held in 1989. I then presented the staff with information on the current thought on global education. I asked the teachers to place the handouts on the information presented into their folders, review it along with the information given them previously, and be ready to discuss the future of the Seacrest global education program at our next workshop in two weeks. I also made available for checkout the complete set of audiotapes on global education purchased at the ASCD 44th Annual Conference.

The teacher presenters followed with portions of a video providing an example of an integrated, interdisciplinary, multicultural education program that took place in a small New England school. The program had many elements of what was happening at Seacrest at the time, and, as this was a teaching video, rationale and research were highlighted. The teachers expressed the feeling that the video was a good example, provided them with fresh ideas, and, most significantly, left them knowing that multicultural education was one component of global education and could not do the job alone. The presenters asked the staff to be prepared to discuss what they were now doing for global education in their classrooms at the next workshop session. The video was also placed on loan to be viewed in its entirety.

We went one-half hour over our agreed upon time; however, the staff appeared to be enthusiastic. As we were leaving the meeting, and throughout the following week, every staff member touched base with me to express their interest, enthusiasm, and comments about the information I had presented on the current thought on global education.

The second teacher workshop took place on January 25, 1991, as scheduled. All teachers and administrators were present. I assumed the role of facilitator for the meeting with two teachers presenting information and leading the discussion. Our agenda was to take a look at what we had been doing in global education at Seacrest, refer to our previously written individual definitions of global education, explore the concerns and suggestions expressed by the teachers in my questionnaires and interviews, and look toward writing our own Seacrest philosophy, definition, goals, and objectives of global education.

The two teacher presenters provided a neat, concise overview of what was taking place at Seacrest prior to the meeting. It was acknowledged by all present that a lot was going on at Seacrest that had to do with global education. As we discussed the research that I had presented at the first teacher workshop and our expressed concerns, we agreed that we needed to move forward and begin writing a definition, philosophy, goals, and objectives that would run parallel with the Seacrest philosophy. We decided that when that was accomplished, we would design a "new" program and incorporate it throughout the Seacrest curriculum. Throughout our discussions and later writings, the concept of curriculum was defined as: "what each person experiences as learning settings are cooperatively created." (Brubaker, 1991) All agreed to review the information in their folders, reflect, and come together again on February 7, 1991, to start the process.

Enthusiasm and support for the global education project were maintained throughout both teacher workshops as evidenced by dialogue, a brief questionnaire, verbal feedback, and, most significantly, by the commitment of 100% of the teachers to be active in the writing of a definition, philosophy, goals, objectives, and curriculum of global education for Seacrest School. There were no more formal teacher workshops scheduled; however, staff development continued throughout the process of the development, writing, and implementation of the program. We all became resources for one another.

Workshops-Parents

The second component of the solution strategy involved workshops for parents. The purpose of the parent workshops was to provide them with knowledge, understanding, strategies, and enthusiasm for supporting and participating in the global education program at Seacrest School. The object was to provide workshops that would focus on the need for global education, define the concepts, goals, objectives, and types of activities planned. The effectiveness of the parent workshops and parental support given to the program was measured by the number of parents involved and by written and verbal feedback from parents and teachers.

On February 15, 1991, I extended an invitation to all parents to attend a workshop on global education to be presented by the staff at 7:00 p.m. on Monday, February 25, in the multi-media room at Seacrest. The invitation was included in the weekly "Friday Letter" sent to parents from the administration. Parents had learned to expect the Friday Letter in their children's backpacks, and this letter brought all important messages from the school into the home.

The agenda of the workshop was to illustrate the need for global education, to define the concept, and review what had been happening in global education at Seacrest School. Emphasis was placed on the International Festival as an illustration because parents were very supportive of this activity. Ideas for further development of the program were discussed, as well as ways parents could participate in the program.

I presented the concept of the need for global education for our children and provided a brief definition of the concept. I also explained the process the staff was going through to improve and further develop the program at Seacrest. Five teachers, representing different age level teams and including the music specialist, gave illustrations of what was going on in global education at Seacrest in the classrooms. The discussion was then opened to parents for their ideas and input.

The workshop lasted under two hours and was filled with enthusiasm from both the parents and the staff. Parents had great ideas that would later be incorporated into the program. The meeting was attended by all of the teachers, administrators, secretaries, and all but two of the tutors. However, we did not expect to have as many staff members in attendance as parents.

A brief evaluation form was presented to the parents attending the workshop. Analysis of the information gathered from the form indicated that 100% of the 31 parents attending the workshop were enthusiastic about the program. All indicated that they would volunteer to participate in the program, and all said they would plan to attend the next parent workshop on global education scheduled for May 1991.

The staff and I believed that the workshop was valuable, but we were disappointed with the parent turnout. We had taken for granted that there would be a large number of parents in attendance. Parents had always been active and supportive at Seacrest. Several teachers suggested that I should not have issued the invitation to attend the workshop to parents in the Friday letter. They suggested that I should have issued a special invitation, one that clearly indicated the importance of the workshop for their children. I made note that I would do a better job of letting parents know about the future parent workshop. In my own mind, I wondered if I had overestimated the support and interest parents would have for this project.

Events following the parent workshop led me to believe that parents would support the project and be active participants in the program. Those indicators included continued verbal feedback from parents not in attendance supporting the program; parents, at every grade level, volunteering to participate in the international festival held in March 1991; parent participation in the effort to arrange a student foreign exchange with a school in France; and parents initiating the arrangements for a teacher intern from Denmark to teach and observe at Seacrest School in November 1991.

Recognizing that parent support and participation was necessary for optimum success of the global education program at Seacrest, the teachers and I agreed to postpone the second parent workshop scheduled for May 1991, until September 25, 1991. This was the "All School Parent Meeting and Open House", and the focus of the agenda would be the global education program. Historically, this meeting was well attended, and we wanted a "captive audience." Although this activity represented a minor adjustment on the proposed timeline, it did not represent a shift in objectives or strategies.

On September 25, 1991, the "All School Parent Meeting and Open House" was held at Seacrest with at least one parent member from 146 families, out of a possible 168 families, in attendance. Attendance records were obtained from sign-in sheets located in the classrooms. The program for the evening was held in two venues. First, the parents and staff came together for an assembly that lasted approximately 40 minutes. The agenda included a welcome and remarks by the Director of the school enlisting support and enthusiasm for the global education project; an update on PTO activities by the president of the PTO and suggestions for parental involvement in the global education program; and, information presented by me as the academic dean about the philosophy, definition, and goals of global education formulated by the Seacrest staff for the program at Seacrest (Appendix E).

Following the general assembly, parents visited their children's classrooms for 20 minute presentations by teachers. Two back-to-back sessions were held to accommodate families having more than one child at Seacrest. Teachers were able to show their individual and unique support for the program and to be very specific about the global education curriculum that would occur in their classrooms. All parents were given copies of the Seacrest definition, philosophy, and goals of global education to take with them. Parents were invited to participate in the program, and a volunteer sign-up sheet was provided for parents, indicating ways in which they could volunteer and participate. The forms were returned to the teachers by the children throughout the following week. Eventually, the teachers gave me the forms to tabulate, record, and incorporate into the catalog of local global education resources and opportunities. Finally, before leaving the classrooms, parents were invited to prepare food and attend the "official start of the new Seacrest global education program," an international food tasting celebration that took place on October 24, 1991, United Nations Day.

I walked the halls, talked with parents, and received positive feedback on the global education information presented that evening. However, not everything was positive. One parent, in an angry voice, exclaimed, "What's wrong with Western dominance in the world, anyway?"

At the next weekly staff meeting held on September 27, 1991, the teachers indicated that the feedback they were receiving from parents was very positive. They were convinced that the change of date and format for the second parent workshop was "the way to go." No evaluation instrument was provided to parents relating to our presentation. However, at the conclusion of this MARP, parents were surveyed to obtain their views about the program and information presented to them by the staff.

Development of a definition, philosophy, goals, objectives, and curriculum

The third component of the solution strategy involved the development of a definition, philosophy, goals, objectives, and curriculum of a global education program for Seacrest School that is interconnected, interdisciplinary, and a central theme in the Seacrest environment. The goal was that the curriculum would be congruent with the Seacrest philosophy. This component was the direct result of the second component of the solution strategy and followed immediately after the teacher workshops were completed.

All teachers and administrators met bi-weekly, and often more frequently, from February 7, 1991, through June 6, 1991. The first task addressed was the writing of a definition, philosophy, and goals for the Seacrest program. The writing, thoughts, and language were greatly influenced by my research findings and the philosophies and ideas contained in The 1991 ASCD Yearbook, Global Education: From Thought to Action. The group had moved from seeing the focus of global education as primarily cultural awareness, or environmental studies, or even social interaction and self-awareness to an integrated, unified whole.

One teacher took the collective thought of the staff and wrote the Seacrest definition, philosophy, and broad curricular goals. The final draft was approved by the staff on March 20, 1991, and a copy was placed in each teacher's folder. In August 1991, prior to the implementation of the program, copies were added to the Seacrest School Resource Handbook, our curriculum guides. A copy was presented to each parent and board member on September 25, 1991, at the All School Parent Meeting and Open House.

The teachers addressed their previously expressed concern about adding more to the curriculum in their definition of global education. They also expressed their belief that global education was a philosophy, or social movement, rather than a component of one subject area. This led to the transition of global education as a central theme in the Seacrest environment. The following definition clearly pointed to an integrated curriculum:

> Any definition of global education must begin with the understanding that it is a social movement that calls for changing attitudes rather than a packaged set of curriculum objectives. As such, global education must not be viewed as an additional component to be added to an already burdened curriculum. Instead, it must become a change in perspective to be applied to existing curricula in each subject area. (K. Tye, 1990)

> Global education is an approach to learning in which students and teachers look for ways to connect specific instruction to the rest of the world. Students are encouraged to recognize that concepts know no boundaries, and systems (including geographical, ecological, economic, cultural, technological, and communications) are interconnected. Such an approach demands that teachers and students are sensitive to human rights and human values: that differences in values and cultures are accepted as minor obstacles when compared with the meaning of human dignity and the similarities that unite all people as members of a world community. A global approach also fosters an understanding of history, geography, politics, literature, and economics through examination of international issues and problems. Through discussion and analysis of global concerns, students discover the evolution of these problems historically: they see the role geography plays in regional or cultural conflicts and environmental controversies. Simply put, global education highlights the interdependence of all people, their inner resources, their natural and manmade resources, and the ways they use these gifts. (K. Tye, 1990; Hanvey, 1982) (Appendix E)

The congruency of the Seacrest Country Day School Philosophy and global education were explored in the writing of the Global Education Philosophy. The interdisciplinary nature of the program and curriculum was also stated.

> Clearly our overall philosophy calls for an academic program that is totally integrated and global in scope. Thus, in Seacrest's curriculum there are global components of each subject area woven into the very fabric of Seacrest School; it is not a separate area of study.
>
> ...At Seacrest Country Day School, the academic portion of global education begins with a firm foundation of geographical and historical knowledge. However, from prekindergarten through eighth grade these traditional studies are built upon, layer by layer until a global "whole" emerges...
>
> ... Once this ground work is carefully laid, the students are led to a realization that all human life is also affected by the environmental decisions and policies established by individual nations in any, single nation...

> ... The students begin to see themselves and all people as members of a great web in which all life on earth is interconnected. Through this kind of examination, social responsibility is recognized not as an abstract concept, but as a pressing reality. (Appendix E)

The objectives for the program were carefully woven into the Philosophy, Introduction, Intentions, and Scope and Sequence throughout the Seacrest School Resource Handbooks (curriculum guides). In writing the curricular objectives, the teachers turned to the philosophy and the work of Kniep (1989). Kniep identified four major objectives in the development of a global education curriculum: to study human values; to study systems; to study global issues and problems; and to study global history. These four major elements of the objectives were used to form the foundation for the global education curriculum and language written into the social studies and science areas.

Teachers formed core groups to write curriculum for the specific academic disciplines. Each component was somewhat different. For example, mathematics and language arts were seen as vehicles of communication for global education. The mathematics component stated that mathematics is a powerful language that can be utilized to express global concepts. The use of artifacts, such as tangrams, have cultural history. Preparation for participation in the global marketplace was addressed. Examples and resources were listed in the appendix of the mathematics section of the curriculum guides. (Swetz, 1985)

All areas of the language arts were defined as vehicles of communication for global education. Book lists were developed, resources listed, and examples and illustrations provided for use by students and teachers in the exploration and study of global education. These resources and suggestions were placed in the appendix of the language arts section of the curriculum guides. Global education language and philosophy were incorporated throughout the body of the curriculum.

Science and social studies were more specific and detailed with scope and sequences. All aspects of the philosophy, definition, and goals could be easily identified. School-wide unified projects and events were listed and described in detail. They included: The International Festival; Earth Week Activities; United Nations Day; The Olympic Celebration; Seacrest Recycling; and Community Service. Field trips were listed by grade level in the appendix, as well as opportunities for speakers and resources to come into the school. A listing of educational materials to enhance the curriculum was also added.

The Spanish curriculum incorporated geography and culture. A different country where Spanish is spoken as the primary language was highlighted at every grade level. Dance, music, food, games, and artifacts were incorporated into the traditional lessons.

Music, art, and play (Physical Education) were all defined as being culturally specific international languages that support the rest of the curriculum areas. Each specialist in these disciplines identified materials and content to support the units and activities in each grade level. A new class, Fine Arts, was established for the seventh and eighth grade students.

After careful review of the budget request submitted by the teachers, I included a line item allocation of $2500 for global education in the projected budget for the 1991-1992 school year. The funds were needed for additional maps, computer software, and books to support the program. The sum was approved by the Board on May 6, 1991. A request for global education in the amount of $1500 was included in the 1992-1993 Seacrest School Annual Budget and approved by the board on May 4, 1992.

I met with two teachers periodically and often from June 1991, through August 1991, to publish the definition, philosophy, goals, and curriculum for the global education program. The curriculum was put into a working copy format.

On August 29, 1991, one teacher workday was devoted to review and discussion of the written material and the implementation of the project. New staff members were introduced to the program, and teachers were given the published materials to place in their copies of the Seacrest Resource Handbooks. Copies were also placed in the complete Seacrest Resource Handbooks found in the media center and in my office for review by parents and visitors to Seacrest. The teachers decided to pencil in adjustments and make notations on their copies as the program progressed. In March 1992, one teacher again took the collective thought of the group and prepared the final curriculum document (Appendix F). This was completed on May 8, 1992. Working copies were replaced by the revised curriculum, and staff members acknowledged that the curriculum would be ever changing.

Catalog of local, national, and international resources and opportunities for global education

The fourth component of the solution strategy involved the development of a catalog of local, national, and international resources and opportunities for global education for use by teachers, parents, and students. The objective was to allow students, teachers, and parents to be better informed and able to utilize these resources and opportunities in their explorations. Use of the catalog was measured by lending library records, teacher lesson plans, and feedback from teachers and parents. I took the responsibility for compiling the information, publishing the catalog, and placing the catalog in the media center at Seacrest.

During the week of February 18, 1991, I met with two of my MARP observers to discuss the progress of the global education project and to determine if they were able to provide information and listings to include in the catalog I was preparing for the program. One observer was the coordinator of the Gifted and Talented program for the

Collier County Public School System, and I knew that far more information on educational resources were directed to his desk than arrived at Seacrest. He shared a special interest in global education and had previously sent me information on the subject. He was not only interested in the progress of the MARP, but assured me that all information on global education would be sent to me as soon as he had reviewed it. He suggested that I consider purchasing a publication titled The New Global Yellow Pages (1989). This publication became the beginning and major portion of the sections of the catalog on national and international resources.

The second observer was an educational consultant, and at that time, he was working with the Naples Conservancy and the Collier Environmental Education Advisory Council. He also had a state grant to write and develop a program on recycling for the Collier County public school children. He provided many sources to be listed in the catalog, and, at the same time, agreed to do a workshop on the recycling project for the Seacrest teachers.

On March 7, 1991, I sent a memo to all staff members asking them to start making a list of any and all resources they could think of for the catalog. They were asked to provide a brief description, address, phone number, and contact person, if possible. Lists were to be turned into me by the end of the school year, as I felt this would coincide with the writing and development of the curriculum.

Parents were sent a "Global Update" letter on March 15, 1991. Much of the letter was a description of the catalog, a statement of purpose, and a request for parents to provide information to be placed in the catalog. Thirteen parents responded with suggestions for local sites to visit and explore. Three parents came forward with significant opportunities: the name, address, and phone number of a United Nations educational staff member who could provide a multitude of valuable resources and information (this person is the sister of a parent); information that led to the teacher intern from Denmark visiting and observing at Seacrest; and the beginning of our quest for a student international exchange (a goal that was not met during the implementation of this MARP).

I gathered additional resources from my professional journals and from contacting the Naples Chamber of commerce, the Naples Conservancy, and the Naples Philharmonic. During June and July 1991, the information was placed in the word processor, published, and placed in the media center at Seacrest in August 1991. The media specialist copied everything except the The New Global Yellow Pages (1989) for each teacher to place in the classroom.

The first "update" to the catalog was added on October 16, 1991, when the list of Seacrest parent volunteers was added. Teachers were asked to pencil in any additions they would like to add to the catalog as the program was implemented throughout the 1991-1992 school year. These additions will be included during the summer of 1992.

Implementation of the global education program

The fifth component of the solution strategy was the school-wide implementation of the global education program at Seacrest School for the purposes of developing a greater understanding, sense of responsibility, and appreciation for a global society among the participants of Seacrest School. It was believed that, as the program for global education was developed and integrated into the Seacrest curriculum, students would demonstrate increased knowledge and understanding of global awareness as evidenced by the following dimension: increased positive attitudes toward self, others, and the environment; increased integration of acquired knowledge (ability to construct meaning, organize, and practice concepts learned about global awareness as a part of daily experiences and activities); increased ability in extending and refining knowledge through comparing, classifying, inducing, deducing, analyzing supporting data, abstracting, and analyzing value; increased meaningful use of knowledge through oral discourse, composing, problem solving, decision making, scientific inquiry; and increased ability toward the utilization of critical thinking skills, creative imagination, and self-responsibility.

Teachers recognized early on that it would be extremely difficult to measure the results of the program.

There could be no test to measure most of what would happen. They acknowledged that some components, such as acquired geographical knowledge, could be measured, but they had always done that. The fact that we had designed a program that was the reflection of a philosophy, rather than a separate unit of study, added to the dilemma. Measuring attitudes and actions that would develop over a long period of time would be much more difficult. Children would be living this curriculum rather than taking it, and the true measure of the results would unfold over a lifetime. The teachers knew they would have to be keen observers and careful historians.

The teachers and I met every Thursday for two hours throughout the month of September 1991. During this time, ways to measure student outcomes and record keeping for student projects and outcomes were finalized. This was the most difficult period we experienced throughout the process. It was not easy reaching consensus. At one point, I received a memo from the third/fourth/fifth grade team suggesting that the surest way to "kill the enthusiasm for the program was to insist that we must find ways to test what we were doing and highlight everything that was happening in lesson plan books." I knew they were correct. In the end, they came up with very good ideas that they would complete individually to record and evaluate what was happening with their students by using their own good teacher judgment. They also devised a student profile that would be the beginning of student portfolios at Seacrest

(Appendix G). Photographs, videos, and copies of student work all were collected. Ongoing global education records were kept listing major field trips taken, community service projects, and comments for each student. These records would pass from grade to grade as a student progressed through Seacrest School. It was decided that money would be allocated for the 1992-1993 school year to purchase individual video cassettes for each student to record global education, activities, projects, essays, thoughts, and comments.

The children returned to school on September 4, 1991, to begin a new school year. Evidence of the implementation of the global education program could be seen in every classroom on the first day of school. The seventh grade homeroom sported a 10-foot banner that said, "Think Globally Act Locally." The banner remained a part of the classroom for the entire school year. The prekindergartners were welcomed with bulletin boards displaying children from around the world holding hands. The eighth grade homeroom, the science class for all middle school students, had been set up as a laboratory to launch the study of marine life and conservation. Maps and globes were displayed in every classroom.

On September 4, 1991, I began observation of staff implementation of the global education program designed for the children of Seacrest School. I finished recording my observations on May 29, 1992, the last day of the school year. I noted all the evidence supporting the fact that there was an interdisciplinary global education program at Seacrest. Later review of my observations recalled many surprises and a few disappointments. The fact that global education had become a central theme running throughout the environment of the school became evident to me as I observed the richness and depth of the program.

Class projects

Throughout the month of September 1991, the teachers began to incorporate global education throughout every discipline of their individual classroom programs. During our weekly staff meetings, conversation often shifted to global education classroom projects, unexpected events that led to discussions that would be considered global education, and ideas for exploration into the community. After the September 25, 1991 All School Parent Meeting and Open House, parents began coming into the classrooms to be resource persons and to drive on field trips for the global education program.

On September 17, 1991, the coordinator of the education staff of the Conservancy met with the teachers to explore changes in the Conservancy education programs that would support Seacrest's environmental component of the global education program. The meeting was initiated by the Conservancy staff as a result of conversations with Seacrest staff members. All Seacrest students received lessons and explorations into the local environment led by the Conservancy Education Staff throughout the school year.

In March 1992, a member of the Conservancy staff told me that the Seacrest teachers were "doing more in environmental education" than any other group of teachers that he had contact with in the local area and that the Seacrest children "asked the best questions, had great solutions, and were the most excited." (B. Peters, personal communication, March 20, 1992)

Recycling

On September 22, 1991, the Seacrest recycling program went into effect school-wide and continued throughout the school year. The music specialist had accepted the responsibility for working out the details for this project in March 1991. The county had pick-up days and regulations for private households in our area but not for institutions. After many months of frustration and endless phone conversations, it was agreed that Seacrest's recyclable materials could be left in the bins located at the Director's house at the end of the school property or transported home by teachers for curbside pick-ups. Children re-cycled their lunch box materials and classroom materials in every classroom. Kindergartners and their teachers took the responsibility for placing bins in the school hallway and taking them down the street. Middle school students helped. The program took on greater depth than originally planned when the music specialist announced at the first staff workday breakfast held on August 30, 1991, that from that day on "all staff needed to bring mugs to meetings. No more styrofoam at Seacrest!" The Parent Teacher Organization later adopted the idea and, following the Open House on September 25, 1991, styrofoam materials were no longer used at any school event. One mother explained that she did not want her children "scolding her." On October 27, 1991, the teachers purchased 48 place settings of china as a gift to the school.

Field trips

Exploration into the environment began in late September 1991. The younger children, students in prekindergarten through second grade, stayed within the Naples area. Their explorations were as numerous and varied as the curriculum allowed. They traveled to local beaches, nurseries, art museums, government facilities, and cultural historic museums. All Seacrest students attended performances at the Philharmonic throughout the 1991-1992 school year that had global education implications. All Seacrest students explored the local environment with the educators from the Conversancy. All Seacrest students participated in city and county government opportunities.

Third and fourth grade students traveled a bit farther to the next county to visit such places as the Thomas Edison Home in Fort Myers, Florida, and the Ding Darling National Wildlife Refuge in Sanibel, Florida. Third graders visited Native Americans and studied their history. In November 1991, they presented the Collier County Museum with factual books they had written on local Indian life. The museum placed the books on display.

The learning laboratory for fifth graders and middle school students expanded into locations far enough away from Seacrest to require over-night stays. On October 9, 10, and 11, 1991, all middle school students went to the Florida Keys to explore the ecology of the underwater environment and the need for its preservation. I invited one of the sixth grade students to become an observer and historian of the global education program. She was not only a talented writer but previously had displayed a passion for the preservation of the environment and a thirst for knowledge about everything going on in the world. We agreed that she could write as little or as much as she wanted, in any way she wanted, and on any aspect of her observations and feelings that she wanted.

Her first submission appeared on my desk on October 19, 1991. Her description of her personal experience in the Florida Keys provided far more information about the global education program than anything I could have written.

> Mr. Walker's familiar face was hidden behind the huge snorkel mask. I couldn't see those kind eyes, but I recognized his ever patient voice, now quickened with enthusiasm. My science teacher was teaching me to free dive the coral reef.
>
> I had been looking forward to the school trip to the Keys since last year when I was still in elementary school and watched the fortunate middle schoolers filing onto our school bus, their duffel bags packed and bulging.
>
> The trip was everything I'd imagined. No Jacques Cousteau special could have prepared me for the impact of the real experience of snorkeling. The inhabitants of this undersea world did not even seem

> to mind our intrusion. The mosaic of colors with its musical accompaniment completely mesmerized me.
>
> At Seacrest, we've studied the ocean and its creatures. We are taught a sense of responsibility to these beautiful living things that depend upon us for their very survival. Yet, no amount of classroom time, no matter how brilliantly taught, could have more eloquently encouraged me to protect them than this peek into their world.
>
> We bobbed mid-ocean, my classmates, my teachers, myself, looking comically alien behind the masks and snorkels. Our bodies flashed pale and unprotected in the water. It was difficult to realize that we, strange and clumsy as we were, were responsible for the very fate of this watery planet.
>
> Last year my fifth grade teacher, Mrs. Hammond, filled us with this sense of accountability. Mr. Walker does the same. At Seacrest, we are aware of not squandering resources. We recycle; we send petitions to protect the environment. Yet, we all realize that our best weapon is knowledge.
>
> We all want to make the difference. One day, I hope my daughter will enjoy the spectacle of a living reef and that she will be given the gift of wonder that Mr. Walker gave me that day.
>
> Gillian Barnard

On October 2, 1991, I went to Sea World in Orlando, Florida, to meet with a staff member of the Sea World Education Department to explore the possibilities of developing a partnership with Sea World and Seacrest. I had phoned two weeks earlier to make the appointment and at first was told that Sea World formed partnerships only with local school districts. I was persistent and discussed my MARP project and how many of the goals of the global education program at Seacrest were consistent with Sea World's commitment to the preservation of the environment. I assured the educator that I was not interested in receiving funds or materials from Sea World, but rather opportunities for our children to learn from the Sea World staff in their exciting facility.

Our meeting lasted for over three hours, as we toured the educational facilities and the park. We talked a lot about Seacrest and what was happening at the school. We reviewed all of the age appropriate educational programs offered by Sea World. We then took two existing programs, expanded them, and created a unique field trip experience for the Seacrest fifth graders. A proposal describing the field trip and projected cost was later presented to the Sea World administration for approval (Appendix H).

On October 8, 1991, I was able to tell the fifth grade students and teachers that they would be going to Sea World on November 21 and 22 to study whales and that they would need to bring their sleeping bags because they would be staying overnight in the Terror of the Deeps Exhibit. I was greeted with cheers and hugs. Together, we decided that the children would not ask their parents for the money needed for the trip but that they would earn the money. The children agreed to help me earn the $800.00 needed to pay for the bus. We accomplished this by selling pizza every Friday at lunch time over the following six weeks.

Observing what happened with the fifth graders over the ten-week period from October 8, 1991, to December 13, 1991, provided a good example of the interdisciplinary nature of the global education program at Seacrest. Immediately after learning about their upcoming trip to Sea

World, the fifth grade teachers and students immersed themselves in the study of the migration of whales. They utilized their computers and progressed through the Voyage of the Mimi program (1985). They did research, utilized their maps, and read fiction and non fiction stories about whales. They learned to take notes and later turned the notes into reports. The music teacher taught them songs about the sea, and, with the art teacher, they painted murals depicting whales. The physical education teacher worked on cooperative games with the children. They worked individually, in small groups, and together as a whole. They made endless decisions cooperatively about such things as "who would be partners" and "what the menu choice would be for dinner" at Sea World. Some students helped each other earn money for the trip. Parents sent in notes telling how excited they were about the trip and how pleased they were that the children were eager to earn their own expense money.

The students and teachers returned to Seacrest on November 22, 1991, just as excited as when they left. They had experienced four hours of instruction about whales from the Sea World Staff. They explored every aspect of the park from in front of, and behind, the scenes. Everyone agreed that they would never forget sleeping at Sea World, locked in the Terror of the Deeps, long after everyone else had left the park. On November 25, 1991, Seacrest fifth grade students expressed their excitement to the Sea World staff in their thank-you letters (Appendix I):

Dear Peggy, Karrie, and Jim,
Thank you for letting us go to Sea World. I had a wonderful time. My favorite part was watching the Orcinus Orca (Killer Whale) Show, and sleeping in "Terrors of the Deep" with the eels, lionfish, blowfish, barracudas, and sharks. I hope we can come back later in the year and see you guys.

I heard you had a summer camp program. I was wondering when does it start and how much does it cost? Please write back.

Soon to be Marine Biologist,
Brandon

Dear Peggy, Jim and Karrie,
Thank you for your time. I enjoyed it a lot! Thank you for having us! I love whales, and I learned a lot!

Some of my favorite things were feeding the dolphins, petting the penguins, and doing the activities at night.

My absolute favorite thing was sleeping in the "Terrors of the Deep"! It's the coolest exhibit I have ever seen! I especially liked the tunnels where the eels were!

It was the best field trip I've ever been on.

Sincerely,
Carissa

P.S. Special
thanks to Kelly, the trainer of the dolphins!

Their enthusiasm and knowledge was displayed to the whole school community on December 13, 1991, when their classrooms were turned into a Whaling Museum. Projects, reports, videos, photographs, and art work were exhibited and presented by the students. The children continued to make reference to their Sea World trip throughout the school year.

A Sea World staff member phoned me on November 28, 1991, to tell me that the children were much better prepared than they could have imagined. Seacrest fifth graders were invited back to Sea World as an annual event.

Unified school projects

On October 21, 1991, Jetta, a teacher intern from Denmark, arrived to observe and teach at Seacrest for one month. She was assigned to a fourth grade classroom under the direction of a fine teacher with ten years of experience in the international school system. During Jetta's stay, she visited all of the classrooms, told the children stories from her country, and answered their many questions. She added much to our global education program. I asked her about her experience and what she thought of our school. She told me she could not believe "how happy the children were in school and how they were always asking so much about the world's people." She said she was going "to bring back much from Seacrest School to her university." Jetta's visit was the result of efforts by Seacrest parents to enrich the global education program.

A second unified school project took place on October 24, 1991, United Nations Day, when parents were invited into the school to have lunch with the children and staff. Each family was asked to bring food representing their country of national origin to share at lunchtime. The purpose of this event was to kick off officially the new global education program and enlist parental support for the project. Parents were invited in a notice sent home with the children two weeks before the event, and a reminder was sent home three days before the 24th. The teachers and children prepared for U.N. Day by starting their studies about the country they were going to study in depth during the school year. Each class made a flag for its country and marched with its flag to the traditional all-school weekly flag ceremony. Fourth graders spoke briefly about the United Nations.

The celebration was a huge success. Every Seacrest family sent in a dish to be shared. The staff estimated that over 200 parents attended. Some parents arrived in costumes from their native lands, some brought artifacts along, and others cooked on utensils such as woks and hibachis. Students stayed in their own classroom while parents and staff could be seen scurrying from classroom to classroom as word spread about something exciting to see or eat.

The teachers indicated to me that they thought the parents had displayed more interest in the program than they could have anticipated. My journal notes and observations showed that parents continued to support the program in many creative ways throughout the implementation of the project.

On November 16, the following essay appeared on my desk. This essay provided me with an understanding of the U.N. celebration from a student's perspective.

> "The world is a circle without a beginning. Nobody knows where it really ends." I've always loved the lyrics to that song. I've always loved feeling a part of that circle. At Seacrest, we all feel a part of that whole, standing shoulder-to-shoulder, hand-in-hand in a circle of children, teachers, parents. This circle is all part of the greater circle of people, animals, todays, yesterdays and tomorrows. Our schoolwork and even our play in

the schoolyard underline our sense of being part of that circle.

Today was U.N. day and all of my classmates were excitedly awaiting lunchtime. Midday the halls filled with mothers, fathers and grandparents carrying pots and plates. They arranged three tables in our sixth grade classroom with foods from countries around the world.

Elizabeth's father had awakened at five that morning to cook an enormous pot of pasta. Tania is of Italian heritage as well and her ziti shared table space with Alexandra's Swedish meatballs and Heidi's sauerkraut. Ace brought English fish and chips. Alexa's mother decorated her chicken and apple salad with Dutch flags. Corey's background is Russian and Lithuanian and his father had made a sign reading "Lithuania--a country struggling for independence". The kugel with sour cream was delicious, but it was the sign I most noted. It made me think of the recent newspaper headlines we've been discussing in class.

Of course, the desserts were everyone's favorite. French, Spanish, Iranian, Italian, English or German, we all shared a sweet tooth. We were all so proud of our particular dish. Jessica's grandmother had spent hours preparing a very special torta. We all shared thoughts of special things our grandmothers did for us.

Despite coming from all corners of the world, there were so many loves, needs and experiences we had in common. Our differences made us all the more interesting. Our sameness gave us a common language of the heart.

That's what Seacrest is all about. We are part of that circle. We all belong, as special and unique links in the chain.

Gillian Barnard

December 1991, was a month of both surprises, opportunities, and one disappointment for the global education program. On December 4, 1991, the physical education teacher and tutor presented a proposal to combine the International Festival with a week-long Seacrest

Olympic Games celebration. They had been corresponding with the U.S. Olympic Organization since September 1991, and had obtained packets full of ideas and educational materials. They agreed to take on the leadership of the project. The teachers embraced the idea and representatives from each grade level formed a committee with all the specialists to organize and plan the project. This committee met weekly from January 7, 1992, until February 21, 1992, when the games began.

A major disappointment came on December 9, 1991, when we learned that a student International exchange, planned with a school in France, would not take place. Arrangements had been made by Seacrest parents with long-time friends, a French family living in the outskirts of Paris. These two families would act as host families for the students. In July 1991, while on vacation, the Director of Seacrest met with the French family in Paris to discuss the details of the planned exchange. Correspondence between the school heads was exchanged throughout August, September, and October 1991. Leadership changed in the French school in November 1991, and the exchange was cancelled. The Seacrest students were disappointed but moved forward to make plans and earn money for a trip the whole class could take. On May 29, 1992, the 16 eighth grade students and 4 of their teachers boarded the Amtrack train in Tampa, Florida, to travel to Washington, D.C., to learn more about their own country. They earned enough money by having a giant yard sale in downtown Naples to pay all of the expenses for a five day trip to our nation's capital.

December 12, 1991, was the date of the third annual National Geographic Society's Annual Bee held at Seacrest School for students in grade three through grade eight. Teachers had noted concern over lack of student knowledge displayed at the previous bees. My journal entry of December 12, 1990, noted a lack of interest displayed by the students at the bee.

The 1991 bee was very different. It was a real contest! The finalists were well prepared and able to answer difficult questions as the contest progressed through many rounds and tie breakers. The student spectators remained alert and interested throughout the competition.

The teachers later told me that they had all noted increased knowledge and enthusiasm for geography by the students during the week-long classroom preparation and trials for the bee. On the evaluation questionnaire posed to teachers in May 1992, one very experienced teacher made the following comment:

> My students had real familiarity with facts about the life and geography of Australia from their third grade studies. This year they seemed far more sophisticated in their knowledge of geography as evaluated daily in Daily Geography (1991) than any 4th graders I have taught.

The Seacrest Olympic Games and International Festival, the third school-wide unified project, began on February 17, 1992, when all children and staff members marched down

Unity Way, wearing colorful clothing and carrying flags representing their countries, to the school playing fields for the opening ceremonies of the week-long celebration. Parents and friends, including the mayor of Naples, county commissioners, and the local media were invited to attend.

I was unprepared for the beauty of the ceremony: the oldest children running in with a torch, kindergartners tumbling with large ribbons streaming, Olympic music, an Olympic oath pledging fair play, and six dancers holding Olympic rings. I could sense the excitement and awe felt by the children.

On the second day, February 18, 1992, all children walked in an hour and a half walk-a-thon to raise money for Seacrest School. The Parent Teacher Organization had suggested combining the annual children's fund raiser with the festival. That day, the children raised $12,000 for their school by obtaining pledges for laps completed. Once again, parents were amazed that many prekindergartners and kindergartners were skipping around their laps at the end of the allotted time.

Athletic games and competitions were held on the 19th. Some events were cooperative games, and others, competitive. Over 50 parents worked to help make the day go smoothly.

On February 20, 1992, the school was a hubbub of activity as parents and friends arrived at Seacrest for the Third Annual International Festival. By 9:00 a.m., when the festival began, we had over 300 visitors in the school. This festival was very different from those held in past years. In every "country", you got to "do" something rather than "view" something. Middle school students acted as guides and took groups of younger students from "country" to "country." Teachers and parent helpers stayed in the classrooms to provide the activities. Children learned how to eat properly with chop sticks in the prekindergarten room. In the fifth grade classroom, they played Russian games and wrote their name in Russian using a Cyrillic alphabet. They square danced in the American country setting in the kindergartens and ate corn on the cob and apple pie. A piper, dressed in kilts, played and demonstrated the bagpipes in the fourth grade room. They cooked food from India, learned to throw a boomerang, and compared their own size to an African elephant drawn to scale in the first grade room.

Projects, essays, reports, and art work were visible in the rooms, but they were on the periphery. I noticed that parents looked at them, and the children did not. I also noted teachers making plans for the 1993 International Festival as the two hours drew to a close.

On Friday, February 21, 1992, the school community came together again for the closing ceremonies. Shiny medals were placed around the necks of three winners in each class. The children displayed excellent sportsmanship as they cheered for their classmates.

On December 13, 1991, two parents came into my office, one in the morning and one in the afternoon, and presented the Seacrest community with opportunities to take part in a local community service project and a project to help people in Haiti. Both parents related their ideas to the global education program.

One family planned to spend Christmas Day in Immokalee, the most impoverished area of Collier County, and provide dinner and gifts to families in need. The father of this family was a member of the Seacrest Board of Directors and one of his children was a sixth grade student. Other Seacrest families were invited to join their project by providing food, used clothing, and toys for them to distribute on Christmas.

The second project was suggested by a Seacrest mother who lived many years in Haiti. A priest, who had been the head of the elementary school she attended while living in Haiti, was visiting Naples and expressed the need for sneakers for the families in his homeland. The mother agreed to mail any sneakers collected by Seacrest children to Haiti at Christmas time. The priest agreed to come to Seacrest in February, when he planned to be in Naples again, and speak to the Seacrest children and show them slides of what happened to their gifts of sneakers.

Children were told about the two projects by their teachers on December 16, 1991, and parents were notified that day by a letter sent home from the office. It was a joy to see the children lovingly empty their cars and bags into the hallway each morning over the next four days. I made note in my journal of the contrast to the unsuccessful commitment to help people in Immokalee by the fifth graders in 1989.

On December 20, 1991, the school secretary made note that it took seven station wagon trips to take away all the food, clothing, and toys for the Immokalee families donated by the Seacrest families. Over 300 pairs of sneakers were packed up by the fourth graders and sent off to Haiti before the New Year.

The Green Team, Seacrest School's environmental club, began their activities on Saturday, January 11, 1992, when they walked along stretches of Naples City Beach collecting recyclables and trash and disposing of them properly. The club was founded in November 1991, under the direction of the seventh grade teacher, and had a membership of 25 students in grades six, seven, and eight. This membership was sustained throughout the school year and represented 40% of the middle school enrollment.

In January 1992, the Green Team joined The Children's Rainforest Program presented by Florida International University, Miami, Florida. They established a partnership with an environmental engineering degree candidate, the school secretary's husband, from Florida International University. The college student presented a slide show/lecture on unique features of the tropical rainforest biosphere to the students. He was also able to have books donated on the subject to the school. Students in grade three through eight were invited to join the project and purchased t-shirts, bumper stickers, and certificates of title of land. The Seacrest students raised $735.00 and over six acres of land in Monteverde Cloud Preserve of Costa Rica was purchased in the name of Seacrest and set aside by the Costa Rican government in perpetuity. The deed to this acreage was presented to the Seacrest community by the college intern at an all-school flag ceremony on April 10, 1992, and hangs in the front hallway of the school.

Other Green Team projects included a mangrove clean-up and fund-raiser held in March 1992. The students collected hourly pledges for work done from canoes in the Collier-Seminole Park. Proceeds were donated to a local environmental organization. In April 1992, the students cleared a portion of Seacrest School property of exotics and replaced them with native species. They labeled the plants so that they could be studied and identified by all Seacrest students.

Community service

On March 16, 1992, I made reference in my journal to the fact that all Seacrest students had participated in a service project outside of Seacrest School, and all Seacrest students had numerous experiences that stretched beyond the boundaries of the school into the local environment. I also noted that all children had experienced resources from the community coming into the school.

Community service projects were different for each grade level. The prekindergarten teacher chose a local nursing home and, throughout the school year, the children brought cards and music to the residents. Kindergartners took responsibility by helping with the recycling project. In all other classes, the children, rather than the teachers, chose the projects. They cleaned beaches, planted trees, volunteered for the Conservancy's Sea Turtle Nest Protection Program, and read books to elderly people.

One service project resulted in controversy. The seventh grade students, with the support of their teacher, decided to visit St. Matthew's House, a local homeless shelter. They would visit once a month and bring food and conversation to the homeless. After the third monthly visit in February 1992, two parents phoned me to question the value of this project. I suggested that the teacher and parents meet to discuss their views. Of course, all students must have parental permission to participate in any field trip at Seacrest. The students continued to participate by going to St. Matthew's House two more times. In early May 1992, after sending home a questionnaire to parents to evaluate the global education project, one father arrived in the office of the Director of the school to tell her that he thought seventh graders visiting St. Matthew's House was a very "left winged" activity. The next day, his wife appeared in my office to tell me she had driven the students to St. Matthew's House on each occasion, and that she supported the field trip without reservation.

Community resources

Resources from outside the school were used extensively throughout all the various stages and components of this project. The Seacrest parent community and the greater Naples community provided speakers who brought in a wealth of materials, knowledge, and wisdom to all the children of Seacrest. On April 1, 1992, Retha Walden Cambaro, world renound sculptress most known for her bust of the Reverend Jesse Jackson on permanent display in the Halls of the Washington Convention Center, came to exhibit her sculpture at a local gallery. She also came to visit the first graders at Seacrest. She shared her Native American heritage with the children who were enthralled with her stories. The 75-year old sculptor told the children:

> Everyone here has something to do with Indians because it is our heritage. We all inherited the earth from whoever had it before. (Appendix J)

On May 6, 1992, one Seacrest parent brought his experiences and knowledge to the eighth graders. This parent was an economist and counselor with GATT (General Agreement on Tariffs and Trade) for 24 years, as well as an economist for the Bank for International Settlement in Geneva, Switzerland, and a market analyst for the European Center for Applied Economic Research. He was able to provide an insider's perspective on his role in the creation of GATT, global economics, politics, and GATT impact on world affairs. No textbook could have offered the information provided to the students or generated the degree of enthusiasm, comprehension, and interest in this complex topic. He returned two more times to teach the students (Appendix J).

Reflections on implementation of the project

As I investigated the nature of the global education program and the learning process among the children and teachers at Seacrest School throughout the 1991-1992 school year, I believed that the heart of the global education program could be found in the day-to-day learning experience and interactions. There was not one day when I could not identify global education going on in the classrooms. As one teacher wrote on her reflections of the program in May 1992:

> Global education became a part of a lesson format for me-- to bring up global issues whenever I can. At first I tried to integrate lessons with "global education", but now it is as natural a part of a lesson as review.

I observed prekindergartners "letting their love lights shine" as they practiced kindness and respect for one another. I listened to staff members explore ways to help children be more kind and solve problems peacefully. I stopped in the fifth grade class one day and found them putting a Petition For The Rights Of Future Generations into "kid" language for the whole school to read. They were excited to know that this petition would later come before the U.N. General Assembly. I noticed current events being discussed in every classroom. Middle school students interviewed me on my thoughts about global education for their school paper and later wrote letters to the editor of the local paper to express their own thoughts and opinions.

One morning in February 1992, I observed a first grader who had finished her computer work, take a piece of paper from the "recycled paper" basket, and sit down to patiently write:

> I pleg a legise to the flag of the unide stasse
> of Amarka and to the re publk for wich it stads
> one nashe unda god in uveizble for livrd and
> gosts and for all.

As she drew her illustration, I asked her what she was doing and she replied, "I love all the countries and mine the most and this tells about mine."

Throughout the implementation of the global education program during the 1991-1992 school year, I found global education being expressed in the songs the children sang, the pictures they drew, and in the stories they wrote.

As the school year was coming to an end, several things happened that illuminated the fact that global education had become a central theme in the Seacrest School curriculum. On April 8, 1992, I found a note on my desk from a teacher saying, "When you go into the multi-media room, count all the books and artwork that relate to global ed. Great dissertation stuff!"

The multi-media room had been turned into an art show and student book exhibit for the Annual Seacrest Young

Authors' and Artists' Night. As usual, the books were wonderful, and the art work a sight to behold. As I wandered around the room, I was amazed at how much of the art work had a global theme. The same was true for the books written by the children. I started to count several times, but lost count as I became involved in reading their work. Several parents mentioned the focus on global education displayed in student projects to me during the evening.

When the school yearbook was distributed during the first week in May 1992, global education was visible throughout the book. Eighth grade students had designed the cover and the theme, "Seacrest Country Day School-On to Newer and Greater Worlds." The book provided a pictorial history of much of the global education events.

As the implementation of the new school-wide global education program was coming to completion, the students, faculty, and parents received an unexpected honor. In April 1992, Seacrest School was designated an Outstanding Model School of America by Turning Point for Teachers. Eric Jensen, author of Super Teaching (1988) and founder of Turning Point for Teachers, Inc., visited Seacrest on March 30 and April 1, 1992. Eric Jensen expressed his enthusiasm for the global education program while at Seacrest.

The first professional Seacrest video was shown to the Seacrest community on May 11, 1992, at the last Parent Teacher Organization meeting for the school year

(Attachment). The purpose for making the video was to inform perspective parents and others interested about Seacrest. Production of the video started in the fall of 1991. The script writer spent many hours in the school observing and reviewing written material. Global education was highlighted in the video. Perhaps the words of the song, written for the video by the daughter of the Director of Seacrest, best described the intent of global education program at Seacrest Country Day School.

You can sail the deep blue ocean
  in a ship made out of dreams
You can climb to the top of a mountain
  no matter how high it seems
You can write a song so beautiful
  for everyone to sing
Just use your imagination
  you can do anything
If you be the best that you can be
Shine your light for the world to see
Oh Seacrest is a magical journey
If you be the best that you
  be the best that you can be
You can make a difference
  if you just believe you can
Then you'll set a good example
  for every woman, child and man
You can help to save our planet
Save the water, save the trees
You're a person strong and loving
  full of possibilities
If you just be the best that you can be
Shine your light for the world to see
Oh Seacrest is a magical journey
Just be the best that you can be
  be the best that you can be
Shine your light for the world to see
Oh Seacrest is a magical journey
Just be the best that you
  be the best that you can be.

Mary Jane Alm (Copyright 1992, Seacrest
Country Day School, All Rights Reserved)

Summary of Accomplishments

As originally conceived, this MARP contained a five component solution strategy: inservice workshops for teachers; workshops for parents; the development of a definition, philosophy, goals, objectives, and curriculum for a global education program; the development of a catalog of local, national, and international resources and opportunities for global education; and a school-wide implementation of the program at Seacrest School. Timelines were maintained, and the solution strategy incorporated participation by the whole school community, students, staff, parents, and board members toward the realization of the goals.

All teachers played a major role in developing the curriculum and shaping the learning environment. The learning laboratory for the students expanded into the community at large. The community offered a wealth of resources to be savored by the children. The goal of developing a global education program that was interconnected, interdisciplinary, and a central theme in the Seacrest environment was achieved.

My role was to encourage the teachers to move further toward independence and empowerment, to encourage autonomy which enhanced the group as a whole. This led to a program that was not an adaptation of someone else's model, materials, or methods. What emerged was dynamic, fresh, and open to seizing the opportunity presented at the moment.

In my mind, the major accomplishment lies in the confidence expressed by the Seacrest students that they, through their actions and ideas, can make a difference in the school, community, and world in which they live.

Chapter 6

Evaluation of Results and Process

A qualitative approach to research was selected as the most appropriate to evaluate the objectives of this MARP. The nature of the Seacrest School setting and program placed emphasis on individual outcomes, with unique qualities exhibited, explored, and attained by individuals, groups, and programs. I attempted to explore the patterns of the participants and events of the project within the historical and cultural environment of the school (Klein, 1989). The information about the participants and events of the project were best evaluated through an ethnographic approach. By collecting data over long periods of observation, I believed I was most likely to obtain a more complete picture of both teacher and student thinking and actions.

The works of Patton, Qualitative Evaluation Models (1980) and Utilization-Focused Evaluation (1986), suggested that studies or evaluations based on naturalistic inquiry methods can provide quality information about the dynamics of a program without restricting the ability of the evaluators, administrators, or staff to act on the information. Feedback from by the evaluations and actions taken as a result of the process became a part of evaluation findings. Evaluations focused on information about the quality of interactions, activities, and outcomes, not just levels or amounts of attainment.

My research could find no traditional measurement instrument to measure emerging global awareness. If such an instrument had been found, it was my belief that it would be limited and narrow in scope and have little value in the examination of the global education project at Seacrest School. At any point in time, the curriculum at Seacrest was not an end to itself, but rather, a springboard to what was yet to come.

For the purpose of this study, information concerning the students, teachers, parents, and the program was gained through informal and formal observations, conferences, interviews, interactions, and questionnaires prior to and over the implementation of this MARP. All participants became collaborators in the process. Teachers engaged in effective research in their own classroom settings as they observed their students, program, and the school as a whole.

Portions of the data include narrative comments to let the reader know the experience from the participants' point of view. The data were described, evaluated, analyzed, and synthesized to illustrate characteristics and patterns which would lead to conclusions. Seacrest participants who have shared in the implementation process have verified that the findings of my study provide a valid description of the implementation process and the global education program at Seacrest School.

It is important to note that the analysis was validated in terms of wholeness and positive aspects, rather than from a detailed description of individual discrepancies or incongruencies found in my investigation.

Practicum Outcomes and Processes Used in Achieving Them

TERMINAL OBJECTIVE 1

A global education program will be implemented at Seacrest School for the purpose of developing a greater understanding, sense of responsibility, and appreciation for a global society among the participants of Seacrest School. The program will be evaluated by the analysis of the following elements:

a. teachers' lesson plans for the 1991-1992 school year
b. student activities relating to global education during the 1991-1992 school year
c. parent activities relating to global education during the 1991-1992 school year
d. surveys conducted by the Academic Dean in May 1992
e. journal entries by the Academic Dean
f. analysis and verification of data by the Academic Dean
g. a written document by the Academic Dean

This terminal objective is considered to have been attained. Thorough documentation supporting the existence of a global education program at Seacrest School can be found in a journal maintained by the Academic Dean, examination of questionnaires asking for information about the program completed by students, teachers, and parents of Seacrest School; newspaper articles; videos; photographs; student files; samples of student work; teachers' plan books; and the written curriculum (Appendix F).

Evidence of greater understanding, sense of responsibility, and appreciation for a global society among the Seacrest students, teachers, and parents is supported by the data included as verification for the following three terminal objectives and the information and description of the program contained throughout this written document.

TERMINAL OBJECTIVE 2

Teachers will demonstrate understanding and support for global education as a result of the development and implementation of the global education program, as evidenced through questionnaires, written communication, formal and informal meetings, discussion and dialogue, and journal entries recorded by the Academic Dean.

Teachers noted concerns about the 1989-1990 global education program in a questionnaire conducted in September 1990. In May 1992, I asked the same 12 teachers a question in a questionnaire to determine if the original stated concerns had been addressed with the implementation of this MARP project (Appendix K). Analysis of the teachers' responses in May 1992, suggested that the original concerns of the staff to set goals and objectives, further integrate global education into the curriculum, gain staff commitment to the program, and increase parental and community involvement had been addressed as a result of the implementation process. Table 6 summarizes the teacher responses.

Table 6

Summary of a Comparison of 12 Teachers' Responses to a Question Asking for Concerns About the Global Education Program in September 1990, and May 1992

Concern Stated October 1990	# of Teachers (n=12)	% of Teachers	Concern Remains May 1992 # of Teachers (n=12)	% of Teachers
Need to set goals/establish a plan for global education	4	33%	0	0%
Some teachers take global education less seriously than others	5	42%	1	8%
Need more parental/community involvement in the global education program	3	25%	0	0%
Need greater depth and integration of the program	5	42%	0	0%
Need a school emphasis on recycling or community service	3	25%	0	0%

Expressions of staff commitment to the program were stated in questionnaires and interviews presented in May 1992, by the original 12 teachers and additional faculty members who joined the Seacrest staff at the beginning of the 1990-1991 school year. Teachers were asked if they felt staff commitment to global education had changed as a result of the implementation of the interdisciplinary global education program at Seacrest and how they felt commitment to global education was demonstrated. Teacher comments include the following:

> Yes. I think everyday there is more and more evidence of our commitment to global ed. Classes display their work daily with other children. We not only welcome families of diverse backgrounds, but celebrate the differences while being inclusive.
>
> I think the staff has incorporated global thinking into every aspect of instruction. It has become part of us just as it has become part of the students. Commitment is demonstrated in a broader sweep in social studies and literature and in much more intensive environmental action and programming.
>
> Global education is now the accepted and active mean to providing our students with the "Best". It is the "curriculum".
>
> I feel the commitment becomes stronger year-by-year. More areas are addressed under the global education umbrella as we become more and more aware.
>
> Yes. As with our students, the more we teachers do, are involved in something, the better we get. No question!
>
> The commitment has increased on the staff level! As more and more time is spent on the larger global issues and effort is made to incorporate them on a wider scale, staff is showing acceptance of the of the program.
>
> There is no question that the staff has shown greater commitment to global ed. Just come and be a part of the program!

It should be noted that one teacher, responding with concern over staff commitment to the program, acknowledged that there was increased commitment; however, she expressed concern about the future of the program in the following statement:

> I feel some people are committed to making global education a special portion of their curriculum, others are content for it to be a by-product of

> their teaching. The upper grades seem to be spending more time in the areas of global education. There is more interaction of global education into every day curriculum of the upper grades. I feel the lower grades may feel the school wide activities more demanding as time goes on. This year the P.E. and specials department became involved in the global education program. It was a pleasure to have the specialists plan the agenda for these activities. So their commitment to the program is more evident.

The 12 Seacrest teachers participating in the 1989-1990 Seacrest global education program expressed concern over the lack of a clear definition, philosophy, goals, and objective of the Seacrest program in September 1990. This led to the inclusion of the third component of the solution strategy: the development of a definition, philosophy, goals, objectives, and curriculum for the Seacrest Global Education Program. In May 1992, all teachers were asked the question "How has the definition, philosophy, and goals to global education developed by our staff been of help to you?," in a questionnaire. One hundred percent of the teachers indicated that they were meaningful. Analysis of the teachers' responses led to the conclusion that they provided focus, greater understanding, and enthusiasm for global education and the program.

> Absolutely! And it's an exciting approach to our future!...in a positive way where young and old can make changes and find solutions.
>
> They have been helpful in giving specific definition and applications and showing the broad range of topics that can be related to global education.
>
> The insight of the Seacrest staff has certainly been helpful to me in that my definition of global ed. has a much broader base now. I see that it permeates all disciplines in the classroom.

> They have broadened and in some instances enlightened the trend toward a holistic global curriculum.
>
> Their focus has strengthened my focus.
>
> A definition and goals clearly set out always helps individuals implement a program.
>
> They have provided guidelines as well as suggested new ideas and methods of implementing the global ed. program.
>
> They have made me more aware of our mission to prepare kids for 21st century world citizenship.
>
> It has served as reinforcement in all aspects of my teaching.
>
> I have noticed a significant difference in clarification and focus. There was an increased awareness of global issues.
>
> They have helped me to see a "total" picture of all students in all grades and how they are all connected.

In September 1990, and again in May 1992, teachers were asked to estimate the amount of time they spent on global education each week. Table 7 summarizes the comparison of the teacher responses.

Another indicator of increased understanding and support for global education is illustrated in Table 7. Estimated classroom time spent on global education increased significantly during the 1991-1992 school year. Before the implementation process, 63% of the teachers estimated spending one hour or less per week teaching global concepts. There were 100% of the teachers spending more than one and one-half hours on global concepts in their classrooms during the 1991-1992 school year. It was interesting to note that 50% of the teachers were no longer able to estimate the time spent teaching global education in May 1992. Analysis of this information suggested increased integration of global education throughout the curriculum.

Table 7

Summary of a Comparison of 16 Teachers' Responses to the Question, "How much time do you spend each week on global concepts in your classroom?," in September 1990, and May 1992

Estimated amount of time spent on global concepts	September 1990		May 1992	
	# Teachers (n=16)	% Teachers	# Teachers (n=16)	% Teachers
less than 1/2 hour	2	13%	0	0%
1/2 hour to 1 hour	8	50%	0	0%
1 1/2 hours to 1/ 3/4 hours	4	25%	2	13%
More than 2 hours less than 4 hours	0	0%	2	13%
More than 4 hours	1[a]	6%	4	25%
Not able to answer	1[b]	6%	8	50%

---

[a] The answer for this teacher was 8 hours.

[b] This teacher was not able to identify any "global education" in her teaching.

The following statements reflect the thoughts of six teachers:

It is hard to say because it is so interconnected.

> The interconnectedness is what is different. I incorporate global concepts in everyday things.
>
> ...I know that I am spending far more time on global education than I did before. When I thought of it as another "subject area" I spent about an hour a week (geography, etc.) and now it is part of all subject areas.
>
> Global philosophy is now a natural part of the entire day. It's difficult to separate it from the main issue as it is an interwoven thread throughout all learning. It has become holistic gradually as the philosophy developed.
>
> I do something everyday. The difference is it has become a part of a lesson format for me to try to bring up global issues whenever I can.
>
> This is very difficult to measure. Everyday we bring in new questions and items. Much time is spent directly and indirectly.
>
> This varies and is hard to quantify, but I would say I spend more time now than at the beginning.

Teachers were further asked to indicate the areas of the curriculum where global concepts were addressed in their classrooms. Table 8 represents a comparison of teacher responses obtained from the September 1990 and May 1992 questionnaires.

Information gained and represented in Table 8 suggested that the teachers incorporated global education throughout the curriculum during the 1991-1992 school year. This represented a significant shift from the 1990-1991 school year, when 13% of the teachers were utilizing all academic areas of the curriculum to support the teaching of global education. This information, integrated with the analysis of other data collected and observed, supports the conclusion that the Seacrest teachers displayed increased understanding and support for global education.

Table 8

Summary of a Comparison of 15* Teachers' Responses to the Question, "In What Areas of the Curriculum are Global Concepts Addressed in Your Classroom?," in September 1990, and May 1992

Area of curriculum	# Teachers indicating area as primary (n=15)		% Teachers indicating area as primary		# Teachers indicating area as secondary (n=15)		% Teachers indicating area as secondary	
	'90	'92	'90	'92	'90	'92	'90	'92
Social Studies	15	15	100%	100%	-	-	-	-
Science	9	15	60%	100%	1	-	7%	-
Language Arts	8	15	53%	100%	3	-	20%	-
Math	3	15	20%	100%	4	-	27%	-
Computer	2	11[a]	13%	84%	-	-	-	-
Spanish	2	15	13%	100%	-	-	-	-
Music	2	15	13%	100%	-	-	-	-
Art	2	15	13%	100%	-	-	-	-
Physical Education	2	15	13%	100%	-	-	-	-
Throughout Curriculum	2	15	13%	100%	-	-	-	-
Throughout curriculum and all school experience	1	15	7%	100%	-	-	-	-

*Responses of 6th and 7th grade teacher (1990) and 6th, 7th, and 8th grade teacher (1992) tallied as 1 as they team teach.

[a] Teachers in grades prekindergarten, kindergarten and 1 first grade teacher did not state that computers were used for global education in their classrooms.

The question of increased support and understanding for global education as a result of the implementation of the interdisciplinary global education program at Seacrest was posed directly to the teachers in May 1992. The 94% response stating increased support and understanding indicated that the first terminal objective can be considered to be obtained. Teacher comments include the following:

> It has become obvious that teachers are Educators for the Future! Curriculums and classrooms are enhanced by global perspective! Not only has my classroom been enriched, but my personal life and awareness has also.
>
> I have always supported global education, but defining and honing the program has really helped solidify concepts for me. The truly interdisciplinary approach has made me even more aware of how important it is for kids to grow up thinking globally by nature. It has strongly influenced my thinking.
>
> Strong. Global Education is now a clear and visual focus as is the school curriculum. It has become the unified school's approach and philosophy for learning under which we all teach and for which we strive daily.
>
> Being a foreign language teacher and a minority I have been made sensitive to the necessity of an interdisciplinary global education program. However, having such an educational thrust permeate throughout the school, in every discipline has increased beyond imagination my understanding and support.
>
> I had been exposed to an emphasis on global education in a previous school (Austria) but because Seacrest's staff put the program into real use, I feel my support was greater here.
>
> Seeing and living the program day after day, it was clear how wonderful it was.

TERMINAL OBJECTIVE 3

Parents will demonstrate a greater awareness of the need for integrating a global education program into the Seacrest School curriculum as evidenced through questionnaires, written communication, formal and informal meetings, discussion, and dialogue with teachers and administrators.

At the completion of the project in May 1992, parental awareness and support for the global education program at Seacrest School was evaluated by responses obtained from a questionnaire (Appendix L). The questionnaire was mailed to parents and no reminders were issued for their return. Parents sent their completed questionnaires to school with their children, and the teachers collected and returned them to me. Table 9 provides a comparison of the percentage of parents responding and the quality of those responses to the questions presented to parents in October 1990, and May 1992.

The 21 percentage point increase in questionnaires pertaining to global education returned by parents in May 1992, over those returned in October 1990 and the quality of the May 1992 responses, suggested increased knowledge of global education and support for the program. The quality of the responses was evaluated by comparison of the percentage of returned questionnaires containing written comments and the substance of the comments. Teachers comments and analysis of parental involvement also support this conclusion.

Table 9

Summary of a Comparison of Questionnaires Returned By Seacrest Parents Concerning Their Views About Global Education and the Seacrest Program in October 1990, and May 1992

	October 1990			May 1992		
	# Possible	#	%	# Possible	#	%
Responses	165	79	48%	168	117	69%
Responses with comments	79	8[1]	10%	117	44	38%
Responses with detailed comments	79	0	0	117	16	14%

[1] All 8 parents stated in their comment that they did not understand what global education encompassed.

Parents were asked questions to provide further insight about their views on the importance of global education, the effectiveness of the global education information provided by the school, and the continuation of the global education project. Table 10 summarizes the results of the May 1992 responses.

Information extracted from the questionnaires returned by parents, illustrated in Table 10, validated increased support for the need for integrating a global education program into the Seacrest curriculum. One hundred percent of the parents responding to the questionnaire stated that global education was important for their child and that the global education program should continue at Seacrest.

Table 10

Summary of 117 Parent Responses to a Questionnaire About Global Education in May 1992

Question	Strongly Agree (n=117)	Agree	Disagree	Strongly Disagree
Global Education is important for my child	101 (86%)	16 (14%)	- -	- -
Information from school has been interesting and informative	79 (68%)	29 (32%)	1 (<1%)	-
Global Education should continue and expand at Seacrest	102 (87%)	15 (15%)	- -	- -

The following comments reflect the thoughts of ten parents responding to the questionnaire:

> An excellent program and provides an expanded outlook for the students.
>
> Expanded awareness of the world around us is great at any level.
>
> I believe global education should remain an integral part of the Seacrest curriculum.
>
> It is important our children be educated to the challenges of our environment - we are at a time where our actions as humans will either destroy or heal our planet.
>
> I hope this will always be part of the curriculum at Seacrest. People from other countries many times know more about the U.S. than we do, it's high time our children learn more about the world.

> Absolutely! It must start with young children and they must be committed to save our world.
>
> We strongly agree with all that has been implemented with global education and look forward to next year's projects. We would like to see it continue to grow and broaden as it focuses on new issues and new community service projects each year. To be fully successful, the program should strive to present itself differently each year so that it will stay "fresh" and "unique" to the students. That is quite a challenge, but, we're certain that Seacrest will tackle that requirement with zeal.
>
> It should expand throughout the world. We wish all schools were like you...Thank you.
>
> Yes. I feel it is an essential part of our childrens growth.
>
> I feel an excellent job was done and should continue, I don't know how much more expansion could take place.

The May 1992 parent questionnaire asked questions to determine the extent and willingness of parents to serve as volunteers in the program. Parent responses are summarized in Table 11.

Table 11

Summary of 117 Parent Responses to a Questionnaire Asking if They Volunteered in the 1991-1992 Global Education Program and if They Were Willing to Volunteer in the 1992-1993 Program in May 1992

Program	Yes (n=117)	No	No Response
1991-1992	46	71	0
1992-1993	54	6	57

No records of the number of parents who served as volunteers for the 1990-1991 global education activities were maintained. However, observations made by teachers suggest that increased numbers of parents volunteered to assist in the global education program during the 1991-1992 school year. Further, parents responding to the questionnaire indicated an 18 percentage point increase in the number of parents volunteering to serve in the 1992-1993 program. One hundred percent of the parents prepared food for the U.N. Celebration and 98% of parents responding to the questionnaire reported discussing global concepts at home with their children.

Analysis of the data presented leads to the conclusion that this terminal objective was met.

TERMINAL OBJECTIVE 4

Students at Seacrest School will demonstrate satisfactory knowledge and understanding of global concepts and involvement in activities which indicate interest, commitment, and responsibility in global awareness as evidenced by formal and informal evaluations conducted by teachers, student projects completed and recorded, parent observations, and journal entries by the Academic Dean.

Teachers served as the primary evaluators of student progress. In May 1992, teachers were asked the following question on a questionnaire:

> Indicate to what degree the students in your classroom demonstrated increased knowledge and understanding of global concepts and involvement in activities which indicate interest, commitment, and responsibility in global awareness.

One hundred percent of the teachers indicated that students had demonstrated significant gains. Teacher comments include the following:

Even 4 year olds can learn to respect themselves, other cultures and our planet. Through song, poetry, art, play, puppets, and class discussions, children reveal their insights and share their knowledge of global studies.

My second grade students have demonstrated increased knowledge and understanding of global concepts through class discussions, asking questions, reading books, writing reports, making drawings and diagrams and doing special projects. These were evaluated by increased student participation in discussions, reading of more than one book to obtain information of a topic, writing reports of greater length and detail and putting more time and effort into projects.

Our students are definitely in tune with global concerns. If we speak of a local problem we always ask how the total system is impacted, if at all. A case in point. We pollute the air, the same air molecules that might have been breathed by dinosaurs. What will the same air be like for future organisms?

Students were much more aware of location and changes in Eastern Europe. Students were sensitive to the problems facing the former Soviet Union. Students are aware of problems of democracy that will make democratic reform very difficult in newly forming countries. Students are extremely concerned about our environment and what they can do to improve it.

In my first grade class students made more comments in conversation with other students about global issues. Parents report students making more comments about other cultures and their similarities and issues. More students assumed their individual responsibilities (actions) in caring for each other, their classroom, and school.

In third grade the children were able to geographically demonstrate increased factual knowledge. Their enthusiasm for actual contact through pen-pal letters was terrific. Their awareness of recycling efforts both in the classroom and in their own homes showed environmental responsibility. The carry over of the world wide implications of events was wide spread. Rainforest awareness and acceptance of all sides of the problem showed a deeper understanding of the complexity of certain issues. Discussions concerning the hazards of drugs let to questions of developing nation economic hardships (Why would a farmer grow that stuff?). It is a wonderful thing to observe children truly

> blossoming in the knowledge of the interconnectedness of the world.
>
> From the point of view as the media specialist, I do know that more materials were requested in areas that supported the major emphasis of the global education program, such as environmental and cultural issues.
>
> The students are now able to understand how cultures from around the world create a world-wide language of "art". It is a common instrument that the world can play. Art breaks all barriers.

Examination of the Global Profiles completed by teachers for each student and placed in their permanent files in the office show that 100% of the Seacrest students participated in a community service project, the recycling program at Seacrest, a major project involving global education, and a global education field trip during the 1991-1992 school year (Appendix G).

Parents also acted as observers of student gains and actions involving global awareness and responsibility. In May 1992, parents responded to questions in a survey and the results are summarized in Table 12.

Table 12

Summary of 117 Parent Responses to Questions Asked in a Questionnaire About Global Education and Their Children in May 1992

Question	Agree (n=117)	Disagree
My child has shown positive attitudes toward self, others, and the preservation of the environment.	117 (100%)	0 (0%)
Have had discussions at home about global concepts with our children.	112 (96%)	5 (4%)

Parents indicated that their children displayed positive actions at home relating to global education concepts. Analysis of the responses supports the conclusion that global education was traveling from the school into the home. The following statements reflect the thoughts of twelve parents:

> Her awareness with the concerns of our environment have been greatly influenced by global awareness.
>
> Areas that we have never explored have become more involved with our family conversations.
>
> United Nations Day was informative. My child was especially curious and fascinated by the instructive comparisons provided in each classroom.
>
> As a kindergartner, she knows everything that should be recycled...
>
> My child is very interested in the environment and the future of the world.
>
> She has become much more conscious of world issues.
>
> My children want to venture out and explore our local area. The environment is always on their minds.
>
> I could not have imagined having thoughtful discussions about world issues with a nine year old and his friends from school!
>
> Yes. I believe this is a "Seacrest" attitude and something that's been developed all year long.
>
> We celebrated Earth Day together by planting trees.
>
> We all recycle as much as possible.
>
> Our children seem to be very interested in knowing everything that is going on around them. The world is becoming very real to them. They have solutions to world problems. Maybe we should listen to the children!

Students were asked questions pertaining to global thinking in questionnaires in October 1990, and again in May 1992 (Appendix M). They were asked to identify concerns and offer possible solutions to the concerns in their neighborhood, school, community at large, and in the world. Table 13 provides a summary and comparison of student responses.

Table 13

Summary of a Comparison of Responses of 101 Students in Grade 3 Through Grade 7 in October 1990, and the Responses of 151 Students in Grades 2 Through Grade 8 in May 1992, to Questions Pertaining to Global Thinking

Question	Answers Indicating Global Thinking		Other		No Problem	
	'90 (n=101)	'92 (n=151)	'90	'92	'90	'92
What is the biggest problem in your neighborhood and what can you do to make it a better place to live?	7 7%	99 66%	57 56%	35 23%	37 37%	17 12%
If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?	39 39%	130 86%	54 53%	18 12%	8 8%	3 2%
What could you do to make Seacrest School a better place to live, grow, and learn?	5 5%	47 31%	54 53%	74 49%	42 42%	31 20%
If you were President of the United States, what would you do to make the world a better place to live?	47 47%	128 85%	49 49%	17 11%	5 5%	6 4%

Responses given in May 1992, showed a significantly higher percentage of students demonstrating global thinking (Appendix N). Students freely offered their opinions and solutions. They had not done so in October 1990. Analysis of the student responses showed that their concerns centered around environmental issues and issues of social responsibility. Students expressed the need for mutual respect and solving conflicts peacefully in both the school setting and the international setting. They were able to identify more problems in their immediate environment of neighborhood and school than they were in October 1990, and offer solutions to those problems.

> I think that the biggest problem in Marco Island is tourism. We used to be able to look down from our apartment by the beach and see dolphins and rays playing in the warm waters of the gulf. Now they've added one hundred more feet of beach to attract tourists. The worst part is that they did that by dredging! They killed tons of animals in doing so!
> Grade 6

> In my neighborhood there are no recycling bins. All condos in Pelican Bay should have recycling bins.
> Grade 8

> One of the biggest problems in my neighborhood is the constant turning on of sprinkles. Since they are set on automatic, regardless if it has rained or not they come on. To solve this problem I would turn the sprinkles on only once a week and encourage my neighbors to do so as well.
> Grade 8

> The biggest problem is crime. Also people wrecking the beautiful land we live on. To help prevent this we could have neighborhood crime watch areas and have tighter government.
> Grade 6

> Sometimes there is trash at the end of our canal. Some fish and animals try to get at them and get

caught in the trash and die. We could stop them by limiting litter and keeping our canals clean.
Grade 8

If I were on the Board of County Commissioners the first thing I would do to make Collier County a better place is organize a clean up crew that would take sections of the county and pick up liter and recycle as much as possible.
Grade 6

I would stop spending money on incinerator and stuff like that and spend more money on homeless, garbage problems. Then I would go from school to school and educate children about those problems.
Grade 5

I would increase recycling giving people a reason and goal to recycle.
Grade 7

Have a day when everyone plants trees.
Grade 4

I think that Seacrest does great with teaching younger kids kindness to others, but personally I think we have to focus more on the kindness of the kids in the middle school. After all, Seacrest should live up to their motto that Seacrest if full of kindness and love of others.
Grade 8

Make sure there are no fights and everyone gets along.
Grade 4

I can pick up trash on the playground at school.
Grade 2

Plant and make a rule you can't pull out grass.
Grade 2

Seacrest should offer a black history course in the Social Studies department as well as a class for older students on the economies and trade between the countries around the world. I would also try to get the kids more involved with the public by having weekly fieldtrips to nursing homes, halfway houses and volunteering at the conservancy and hospital.
Grade 8

Have an environmental area that there would be visible wildlife for future generations to learn about.

Grade 7

If I were President of the United States one thing I would do to make the world a better place to live in is give information about the environment letting people become more aware of the state that the environment is in.

Grade 6

I would give the former Soviet Union all the aid I could give that my power would allow. Keeping stability in the region is imperative.

Grade 7

I would make peace with all our foreign enemies. I would make a firm rule about recycling and littering. I would help ban the usage of drugs used in the U.S.A.

Grade 4

Stop drug use and racism.

Grade 6

Stop air, water, gas pollution and use solar power.

Grade 2

I'd make everyone have equal rights and people 21-24 encouraged to vote.

Grade 6

Make peace.

Grade 3

I would make it a rule when you cut down a tree you plant two more.

Grade 2

I would help the homeless people and I would make sure that everyone has medical attention. I would find jobs for unemployed people. I would also try to save our planet. There would be a Nationwide Environmental Organization where people from across the country could send in ideas for saving the planet. I would make education a bigger issue so that every person could have a healthy education. I would help to solve wars and disagreements among countries.

Grade 6

The May 1992, student questionnaire asked questions to assess student attitudes toward global education and the possibility of making a difference in the future of the world. Student responses are summarized in Table 14.

Table 14

Summary of 151 Student Responses to Questions Assessing Attitudes Toward Global Education and Self as a Global Citizen in May 1992

Question	Yes (n=151)	No
Do you think kids can make a difference in the future of the world?	142 (94%)	9 (6%)
Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them?	150 (99%)	1 (1%)

> Yes, because children are becoming more educated and they are living in a world of constant changes. They will learn to react quickly to disagreements and changes.
>
> Grade 6

> I do think kids will make a difference in the future. I think this because the kids could find what grownups are doing wrong now so kids won't make the same mistakes.
>
> Grade 4

> Children will bring new ideas to the world.
>
> Grade 5

> Kids are the next generation so if they are educated and aware of the world problems, they can resolve problems and "guide" the world to a better place to live.
>
> Grade 6

> Kids are our future. So they can make a difference and will.
>
> Grade 3

> I think kids can make a huge difference in the future. Kids are initially the hope for a cleaner world. Our parents depend on us to make right their wrongs.
>
> Grade 8

> I think all kids should have a chance to learn about the world to become more in tuned with it so we can all do a better job in trying to save it.
>
> Grade 6

> I think kids should learn about the world. Global education makes a big difference in life.
>
> Grade 8

Analysis of the information gathered from the questionnaire presented to students, teacher evaluations of students' global awareness and participation in the program, parent responses to questions pertaining to their childrens' global awareness, and observation recorded in my journal throughout the implementation of this MARP, suggests that this terminal objective has been achieved.

Side Effects

It was anticipated that, since the success of this project depended on the participation and enthusiasm of the entire Seacrest community, students, teachers, and parents would all gain greater global perspective. Teacher evaluations of student outcomes, behaviors, and attitudes clearly pointed to increased global perspective. Careful analysis of comments made by teachers in formal and informal interviews and questionnaires, and the expressed enthusiasm and commitment made to continue and further develop the program, suggested the strong probability of increased global perspective for teachers. Assessing increased global perspective for parents was far more difficult and not really possible. However, parents expressed strong support for the program, indicated discussing global concerns, and participated in global education activities at home with their children. It was reasonable to conclude that the possibility for increased global perspective among parents existed.

As anticipated, the project offered substantial opportunity for increased parental and community involvement in the school. It was recognized by the staff that parents and the community offer a treasure chest of resources and opportunities just waiting to be tapped. The view of Tucker (1983) and Anderson (1990) that successful global education programs should be grassroots efforts extending into the local community was realized at Seacrest School. Although Seacrest had a long standing goal of forming partnerships with universities, it had not been anticipated that this project would move us further along in reaching that goal. The global education program offered a natural opportunity for collaborative efforts between the school and universities (Tucker, 1990). Having two university students, one local and one international, participate in the program was a benefit and joy to all involved.

The heart and soul of the project was realized when the students expressed with confidence that they could make a difference in the world now.

Reflection of the Solution Strategy

As reflected by the outcomes, this solution strategy was appropriate and effective in responding to the need to integrate global education as a central theme in the Seacrest environment.

Teachers coming together for workshops allowed staff to further develop its commitment to global education (Kniep,1986). The staff development models for global education developed by Grossman (1983) and Freeman (1983) provided an appropriate framework for the staff to move forward in their thinking. The process of developing their own definition, philosophy, goals, and objectives of global education moved them toward a vision that enabled them to create, develop, and implement a dynamic interdisciplinary program school wide (Becker, 1982: Tye, K.,1990). Parent workshops opened the door for increased awareness that led to the support parents could provide the teachers and the program. Much of the quality of the program depended on strong parental involvement (Tucker, 1983). It was recognized that the parent workshops could have been more effective, and this will be addressed next fall. The effectiveness of the catalog of resources to support the program is yet to be evaluated. I asked the teachers in May 1992, if they felt the effort taken to prepare the catalog was worthwhile. They believed that the catalog will continue to grow and will be utilized much more in the future.

It would be presumptuous to believe that the implementation strategy was totally responsible for the outcomes of this project. What made the solution strategy appropriate and the implementation effective was the fundamental philosophy and unique culture of Seacrest School.

The qualitative approach used to evaluate this project provided extensive opportunity to observe patterns and characteristics of the participants and program.

The staff members at Seacrest School were committed to the success of their students and to providing an environment and program that brings optimum learning. Together they created, designed, and implemented the curriculum. This provided teachers with ownership and the flexibility to constantly enhance, revise, and adjust the program to meet the student needs. Teachers exhibited a high degree of independence that allowed them constantly to move forward to achieve their goals. The value placed on freedom at Seacrest enabled staff to be creative, innovative, and express their uniqueness. Open to new ideas, the staff was ready to seize the opportunity presented at the moment. They exhibited a positive attitude and built a relationship with students and parents that was caring, cooperative, open, and respectful.

Students were active in their own learning and displayed ownership of the program. They were encouraged to be independent learners, to accept self-responsibility, and to find their own answers. Students had the opportunity to make choices, decisions, connections, and take risks. When I observed the students, they appeared to be confident, to learn from their mistakes, to solve problems creatively, and to make cognitive connections that enhanced their learning. They exhibited strong self-esteem and the caring, respectful behavior modeled by their teachers. When observing the patterns of the students, it was obvious that they were happy in school and excited about learning.

Parents were recognized by the staff, students, and themselves as a vital part of the program. The open door policy at Seacrest and communication with the staff created a true partnership between the school and the parents. Parents began to understand connections between what students learned and experienced in school and what they learned and experienced outside the school. It was apparent that the more parent participation, the richer the program became and the greater the success of the students. I observed, time and time again, when the staff could not find the resources or expertise to make something happen in the program, they needed only to look to the parents. I noted that parents felt free to express their ideas and concerns, and this, ultimately, made for a better school.

The instructional program exhibited a strong element of connectedness. It was multisensory, integrative, and responsive to the needs, learning styles, interests, and talents of the students. The program was balanced and incorporated the best of tradition with new and innovative ideas and approaches. The delivery and design of the program encouraged excellence, imagination, creativity, and the result was a joyful learning experience for all the participants.

It is important that we continue to examine the patterns and characteristics that have emerged as a result of this project. These patterns provide insight and direction, and are the foundation for self, group, and program evaluation. The patterns observed can be directly related to the philosophy of the school. It is for this reason that we must continue to revisit and explore the philosophy and strive to live its potential.

The qualitative data gathering method was effective and, most importantly, provided meaningful feedback throughout the process. Analyzing and reflecting on the data enabled the staff to make adjustments, inclusions, and move forward (Patton, 1986). The data gathering process helped teachers establish new methods to evaluate student outcomes better. Because the teachers were open to new ideas and had ownership of this entire project, they were willing to take the time to be careful researchers and historians.

Implications of Outcomes and Processes

The solution strategy used in this MARP could be adopted in any school that believes in the philosophy of global education and has a commitment to providing a global education program for its students. The strategy should be adapted to meet the needs determined by the unique characteristic and culture which distinguish one school from another.

The program has nothing to do with funding, methods, techniques, or materials. It is about making connections. And it is about giving good teachers freedom and flexibility to create and provide an integrative, first-hand, multi-sensory learning experience for the students. When given the opportunity, children will use their imagination and become creative problem solvers.

Chapter 7

Decisions on Future of Intervention

Maintain, Modify, Abandon

The success of the solution strategy and the support for the global education program at Seacrest School by the students, staff, parents, and Board of Directors suggests that we need to continue on our journey of educating global citizens. What happened over the eighteen months of implementation represents only the beginning of a long and exciting voyage. The curriculum will change and evolve as the world changes and the participants change. Perhaps it is only the philosophy that will remain constant.

One component will be added to the solution strategy and that is the concept of self-renewal. If the staff is going to retain a sense of newness and creativity, self-renewal is essential. We must find ways to individually and collectively renew our energy and vision.

If we are going to continue to grow, we must recognize and acknowledge that we have a long way to go in understanding and living our philosophy to its potential. We must explore more deeply into our own consciousness to see if we really "walk our talk." This could not have been pointed out to me more clearly or more poignantly than it was on the last staff workday of the 1992 school year. Our one teacher who comes from a minority background came into my office to say "good-bye" to me before leaving on vacation. While discussing her first year at Seacrest, the conversation revealed many hurts she had experienced over the past year. She had not meant to have this conversation; it just happened. It was difficult to witness her pain and realize that our gentle little school was not so gentle after all. She told me what gave her "hope was the global education program."

Additional Applications

It is anticipated that the goal for a student international exchange will be realized in the spring of 1993. The Spanish teacher began exploring the possibility of exchanges with Mexican students in the latter part of the 1992 school year. She has maintained a large network of former public school colleagues who facilitate exchanges for their Spanish class students. Two other Seacrest teachers have contacts in the International School System where they taught and held administrative positions before joining the Seacrest faculty. They are in the process of exploring the possibility of a student and teacher exchange in Austria.

The probability of continued and expanded partnerships with businesses and universities also exists. The greater Naples community has shown interest and support for the global education program at Seacrest. The Florida International University student continues to participate in the environmental portion of the program and is helping a Seacrest teacher offer an environmental component at the 1992 Seacrest Summer Arts and Science Camp to children from the Naples area. I foresee that the collaborative effort of Seacrest staff and parents will bring the potential for the expansion of partnerships to a high level of probability.

Dissemination of Information About Benefits

In August and September 1992, the results of this project will be presented to the faculty of Seacrest School. On August 26, 1992, we will again spend our first staff workday in a retreat setting to review our philosophy. Reflection on this project is necessary if we are to monitor our own successes and failures, improve our communication so we understand each other better, and continue to integrate learning to include a multidimensional, flexible, and responsive learning environment for the students at Seacrest School.

The Seacrest parents and board members will also have the opportunity to review, discuss, and examine the results of the MARP.

Mark Helprin, in his eloquent introduction to The Best American Short Stories (1988) states:

> In the end only the spark that passes from a writer's work to the soul of an individual reader will matter: not reputation, not recognition, not reward, not even the judgment of history, which itself is passing and ephemeral. (pp. xxix-xxx)

It is my hope that, through the dissemination of this project, there will be something of value found in this effort for my colleagues at large.

Recommendations

If this intervention were to be started again at

Seacrest, I would suggest additional workshops for the parents. The development of a global update newsletter to be sent bi-monthly to parents would also be recommended. The newsletter could include submissions from students and teachers, as well as from parents themselves. This would enable parents who are not in the school as often as others to identify global education activities more easily. The success of the project depends on parental support. Additional parent workshops and the newsletter would allow parents to expand their knowledge and sustain their support for global education.

During my 29 years as an educator in both public and private schools, I have experienced endless fads and swings focusing on new models, methods, programs, materials, and structures. Career Education, Open Schools, and Back to Basics are only a few illustrations of educational concerns that have experienced the pendulum shift in our world called "school". Buzz words abound in our profession. Global education will likely be addressed by most administrators and teachers in the not too distant future. Their understanding of the concept will determine if "global education" becomes another buzz word and passing trend.

In my mind, if the philosophy is understood, global education will be hard to ignore. The fact that we now live in a changing global village, where the interconnectedness of the world's people and environment is recognized globally, will continue to make global education a pressing need in our schools.

The assumptions for the implementation of a MARP stated by Nova University (1990) suggest that:

> The MARP is a problem-solving undertaking executed within a local setting--a site-specific project from which generalization to other settings is not a major expectation, except insofar as the latter are similar to the former. (p.1)

I would suggest that any school considering developing a global education program should remember that the success of this project can be attributed to the fact that the whole school community - students, staff, and parents - were involved. As this was a grassroots effort, utilizing the community at large as an expanded learning laboratory, and requiring little funding, it seems appropriate to suggest that any school can develop a dynamic global education program that is unique to its own setting.

The implementation of this MARP has been personally and professionally rewarding. I had the opportunity to grow in my leadership skills and in my own global perspective. It was an exciting experience from beginning to end as I observed the creativity, energy, and wisdom of the Seacrest teachers and children. I remain convinced that these children can make a positive difference in the future.

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Attachments
  Video Tape: Seacrest Country Day School

PHILOSOPHY
OF
SEACREST SCHOOL

Seacrest School is founded on one central premise: that within every human being, there is a potential for learning that is virtually unlimited. The teaching/learning process of Seacrest School is directed toward helping our students become aware of this magnificent potential, helping them free themselves from self-imposed limitations, and guiding them in tapping their own inner resources.

This basic premise dictates specific principles in the teaching/learning environment. If we believe that the potential for learning is unlimited, then it must follow that the environment of Seacrest School will express an educational system in which optimum learning involves the total person. "Learning to be everything you know you can be" becomes a central theme in this environment.

Children will be taught that they have all the abilities to move forward in their creative thinking to achieve higher performance, to solve problems, to increase their levels of energy and productivity, and to experience the joy of expanded learning. The participants of Seacrest will be encouraged to look at their life experiences with fresh new ideas; to find a variety of alternatives in constructively solving problems; to view mistakes as opportunities for learning; and to regard learning as a joyful, creative, and lifelong experience.

Both faculty and students will hold high expectations of excellence in academic and intellectual achievement. Since optimum learning is enhanced by optimum mental, physical, and emotional health, children will be taught from the beginning the importance of a healthy balance in nutrition, exercise, relaxation, rest, work, and play. In addition to academic subjects, technology, and basic skills, Seacrest School will also place an emphasis on the arts, physical education, social awareness, peaceful means of relating to others, and culturally accepted values.

Paralleling the philosophy of an unlimited learning potential is the commitment to the development of self-responsibility: responsibility not only for one's actions or behavior, but also responsibility for feelings and emotions, for maintaining one's own mental health, and for relating to others and to the environment with a deep respect. Seacrest School maintains the philosophy that children and adults can learn to use their inner resources for deeper levels of awareness, for innovative answers, for creating successful experiences, for energy and relaxation, and for making responsible decisions.

In today's technological society in which information is the major commodity and the computer age is in motion, education must move forward in new directions and creative ways of thinking.

We must acknowledge that we are a part of a global transformation. If children are to be prepared to live and function creatively in the twenty-first century, we must be willing to go far beyond the traditional limits of schools as they have existed. By exploring and discovering new ways of developing the human potential and inner wisdom, children can meet the greatest challenges that have ever faced mankind. John Naisbitt wrote in his book, Megatrends:

> *Technology and our human potential are the two great challenges and adventures facing humankind today. We must learn to balance the material wonders of technology with the spiritual demands of our human nature.*

Seacrest School feels a deep responsibility to open new doors to learning and to integrate a maximum inner awareness with the forces of the outer environment, always striving toward a harmonious blend of the two.

The curriculum, methods, techniques, and tools for expanding and cultivating a deeper awareness of human potential will be selected and developed by a highly qualified and creative staff, educational consultants, and the advisory board.

Information will be utilized from the latest in educational research as well as the best in traditional approaches. Children will approach learning in a variety of ways, including such processes as creative use of imagination, kinesthetic approaches, written and artistic expression, creative movement, and dramatics. This multisensory approach to understanding academic subjects will be enhanced through the utilization of children's individual learning styles and natural curiosity. Children's own language will form the basis of beginning reading and writing. Concepts which are a meaningful and personal part of their lives will lay the foundation for mathematics. Experiences with friends, acquaintances, family, and the environment will serve as springboards to social studies and science.

Seacrest School is dedicated to creating an environment which maintains the following conditions:

Responsible independence. Each student shall be encouraged to tap his or her own inner resources toward the pursuit of excellence.

A supportive environment which is dynamic and energetic, calm and peaceful.

A program which teaches the value of helping others.

Success-oriented experiences. Mistakes and problems are "tools" to help us learn. By reframing our thoughts, we can learn self-corrective actions.

Authenticity. The recognition that each child is unique.

A climate for creative thinking. Children can learn to direct their thoughts toward a positive, joyful, and peaceful approach to living and learning.

Opportunities and choices. Children need to explore many varied alternatives for learning.

Higher, deeper levels of questioning and listening to become more responsive to needs of self, others, and environment.

Openness to new ideas, new resources, new ways of seeing, hearing, and thinking.

Individualized, small group, whole class instruction. A multi-level, multi-sensory approach will be used in both individualized and shared experiences.

Encouragement of play. Children need the freedom of time and space to pursue their own ideas--to be children.

Holistic education. All parts are interconnected and the whole person needs to be developed and integrated--mentally, physically, socially, and emotionally.

Joyful learning. Children and adults alike are happiest when they are in the process of active, creative learning.

Constant evaluation, review, refining. The curriculum, teaching, methods, materials, and teacher/ student relationships will be under constant examination for improvement.

Creative leadership by a staff that is fully qualified to meet all the standards set forth in the Seacrest School philosophy.

Notice of Nondiscriminatory policy

Seacrest School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Appendix B

ENTRY DATE ____________

ENTRY LEVEL ____________

APPLICATION FOR ADMISSION
TO
SEACREST SCHOOL

Date ____________

Child's Name ____________ Birthdate ____ / ____ / ____
month day year

Social Security Number ____________

Parents' Name ____________

Address(es) ____________

____________ Zip Code ____________

Telephone Numbers ____________

Brothers/Sisters (Names and Ages) ____________

____

Languages spoken at home ____________

Occupations of Parents ____________

____

Employment Address(es) ____________

____

Adult relatives in the Naples area ____________

____

Why did you choose Seacrest in preference to other schools? ____________

____

____

Has your child had group experiences before? ____________

Where? ____________

Does your child have special needs to be met? ____________

Mentally? ____________ Emotionally? ____________

Physically? ____________

Names and addresses of two credit references (bank, employer, charges, etc.)

Child's physician

Telephone Number

Any physical handicaps and/or allergies?

If we cannot reach you in an emergency, whom shall we call?

Name Relationship

Address Telephone

My child has my permission to participate fully in this school experience, including any field trips planned as part of the program.

In the event of an emergency involving my child, I hereby give my permission for the staff of Seacrest School to consult a physician. I will assume full responsibility for the payment of all fees not covered by the school's insurance.

Signature of Parent

NOTICE OF NONDISCRIMINATORY POLICY

SEACREST SCHOOL ADMITS STUDENTS OF ANY RACE, COLOR, NATIONAL AND ETHNIC ORIGIN TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS, AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE SCHOOL. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL AND ETHNIC ORIGIN IN ADMINISTRATION OF ITS EDUCATIONAL POLICIES, ADMISSIONS POLICIES, SCHOLARSHIP AND LOAN PROGRAMS, AND ATHLETIC AND OTHER SCHOOL ADMINISTERED PROGRAMS.

NOTE: It is understood that tuition is due on or before the 15th of each month covering the following month. Teachers' salaries and school maintenance depend upon tuition income throughout the year. Tuition rates are based upon expectations of a full year's attendance, so if you must leave for a month or more and do not maintain your child's place in class by paying tuition during the time of absence, it will be necessary to re-register at the time of re-entry, and we cannot guarantee a place ahead. NO CHILD IS ACCEPTED WITHOUT A PERSONAL INTERVIEW AND SCREENING. In the event that a student's social, emotional or learning behavior disrupts or interferes with the educational program, we reserve the right to dismiss the student from Seacrest School. Applications are welcomed from students with average and above average abilities. Admission is based on individual testing, scholastic records and personal references.

Signed: ______________________________

*A non-refundable fee of $75.00 is required when returning an application.

FOR OFFICE USE ONLY

Interview date ______________________________

By ______________________________

Accepted to start ______________________________

PERSONAL INTERVIEW FOR PARENTS

1. What are your child's interests?

2. What do you consider your child's strengths?

3. What do you most want for your child in life?

4. What do you hope your child will receive from attending Seacrest School?

5. In what areas of your child's life does he/she receive practice in developing decision-making skills?

____

____

____

____

____

6. What do you find are the most challenging aspects of your child?

____

____

____

____

____

7. What do you find are the most rewarding aspects of your child?

____

____

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____

8. How would you describe your relationship with your child? Please elaborate.

____

____

____

____

____

9. Have you read the philosophy of Seacrest School? ____________________

Does this philosophy agree with your personal values? ________________

10. A writing sample is required from students applying for grades two and above:

In your own words, without help from your parents or teacher, tell us about yourself.

APPENDIX C

DEFINITIONS OF GLOBAL EDUCATION FORMULATED BY SEACREST TEACHERS SEPTEMBER 1990

001 "Global Education is the exposure, experience, and experimentation with the world around us. The "entire" world is our environment and we must interact with and immerse ourselves in the wonder of it."

002 "Creating an awareness of others, their differences and similarities to us,... integrating this in a foreign language classroom is easy. It means to me, geography, language, customs, dress, foods, religious beliefs and attitudes. (I also encourage pen pals through International Youth Services in Finland."

003 "Global Education is helping people expand their awareness of the entire world. To learn, to respect a culture other than your own. We must work to live as one. We rely on our "Globe" daily, we must take care of it daily. We need to become aware of more than our own backyard."

004 "I see Global Education as a way of introducing our children to the idea that they are indeed citizens of a world community. Our focus should be on the way our actions (both as individuals and as a nation) have the power to affect other individuals in other nations. Naturally part of this process is learning basic geographical concepts: continents and countries that make them up; cultural diversity; landforms... However, this geographic foundation must lay the groundwork for the ultimate goal of teaching cross-cultural cooperation and global responsibility in all areas: civil rights; respecting religious differences, stewardship of the earth and feeding the hungry.

005 "To me Global Education is the acquainting of children to the many cultures, countries, customs, languages, etc. of the world in order to enable them to understand their own place in the scheme of things."

006 "An awareness of the environmental issues which affect all the world, as well as an opportunity to learn about, become familiar with, accept and respect, the differences as well as the similarities in humanity

world wide. As the world becomes smaller, we must learn to work together for the good of the whole."

007 "By definition, global includes all things on our "globe" or earth. However, Global Education should not be limited to earth. When incorporated within the total process of educating children, global education should help students become more aware of the interconnectedness of all matter in the universe. Naturally, as with the acquisition of knowledge, by most, young and old alike, starting with simple concepts close to home helps to develop a better understanding of more difficult concepts relating to more distant parts of the world and universe. Eventually, man's global awareness must include the awareness of earths' interconnectedness with its partners in the universe."

008 "Global awareness is seeing self and community concerns on a broader spectrum. Viewing our world's inhabitants in a neighborly way helps us to see the world is made up of people just like us with strengths and weaknesses. This new awareness could bring the concept of world peace into reality - our reality. When the world becomes our neighbor the door to cooperation and understanding opens wider."

009 "It is a relatively new concept which transforms the traditional approach to literature, art, history, science and related fields from a merely transatlantic (US-Europe) context to one which stresses the interrelatedness of events and conditions throughout the world. The increasing degradation of Earths environments and the intensification of conflicts in third world countries have added impetus to this more comprehensive scope of studies."

010 "Global education is the sharing of information about our own country and other countries, their philosophies, life styles and customs, focusing not only on their differences from our own way of life, but also on the common bond we all share as citizens of the same planet."

011 "My interpretation of global education is that it in a new attitude and awareness concerning the planet Earth. It is an idea for the 90's which involves familiarity with one's self, one's family, neighborhood and country. The larger picture is developing a sense of ourselves in

relationship with the rest of the world. These senses would deal with preserving international resources and sharing, peace among nations and harmony amongst all kinds and types of people. To me global education is the teaching of interdependence, interrelatedness and oneness of all cultures on Earth."

012 "Global education is an awareness of our world. This is an awareness of the people, the land, customs and events of other parts of the world. Educating children about the location of continents and countries is an important part of global education. We are part of the world and we can and should work together in many ways to make our planet we share a better place for everyone. I feel it is important to teach children about the world they live in. They need to know more about a country than only its name. Real people with many similarities and differences make up our planet."

013 "Global education would seem to be (to me) an overall awareness of the world in which we live - learning where 'in the world' we all are, learning about other cultures and languages, contrasting and comparing the people - their likes and dislikes, their way of life, their beliefs, how they worship and in general what is 'happening' in the world."

014 "Global education begins with developing each child's self concept. It begins with "ME", and looking at the world among that ME. Global education encourages children to be aware and understand how the cycle of life works, from their small world of family and friends to far away places on the earth and beyond. It teaches ways we are alike and different, how all types of people make up the world. Mostly, children need to learn that we must take care of our world...the people, the land, and the spirit of the future."

015 "Global education is the process of learning that the world is one unit made up of smaller artificially imposed political areas. The children and adults of the world need to see themselves as parts of a wholly dependent system working to the benefit of the whole."

016 "Global education is an awareness of what is outside the child himself. This begins with an awareness of home and family which then grows to the neighborhood, the city, the state,

the country and the planet where I live. At each level we can begin to understand the likeness and differences of people, customs, weather, and geography."

017 "Global education involves the study of the world and its people. The study includes such things as geography, government, customs, language, education, and everyday life of a country's people. One of the goals of global education is to further understandings between the world's people through education and through real lines of communication between the children involved in the study."

018 "Global education is the acquisition of knowledge through experience, exploration and learning about the relationship of the parts of the whole and the whole to its parts based on the concept that we are all one."

019 "Learning about one another through art, music, dances and games. Hopefully learning about the differences in the way of lifestyles and methods of learning."

020 "To me global education is the teaching of interdependence, interrelatedness, and oneness of all cultures on Earth."

APPENDIX D

QUESTIONNAIRE AND INTERVIEW QUESTIONS

Question for informal discussion with Seacrest teachers in August 1990.

"How do you feel about global education?

Question for informal discussion with Seacrest teachers participating in the 1989-90 Seacrest global eduation program. Question asked in August 1990.

"How do you feel about the Seacrest global education program?"

Questions asked in a questionnaire to all Seacrest teachers in September 1990.

"How much time do you spend each week on global concepts in your classroom?"

"In what area(s) of the curriculum are global concepts addressed in your classroom?"

Please state your definition of global education.

Questions posed to parents on a questionnaire in Ocotober 1990.

"How important was the philosophy of Seacrest School in making your decision to have your child attend Seacrest?"

"How important do you feel global education is for your child?"

"How interested are you in learning more about global education?"

Questions posed to students in grades 3 through grade 7 on a questionnaire in October 1990.

"What is the biggest problem in your neighborhood and what can you do to make it a better place to live?"

"If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?"

"What could you do to make Seacrest School a better place to live, grow and learn?"

"If you were President of the United States, what would you do to make the world a better place to live?"

Appendix E

SEACREST COUNTRY DAY SCHOOL

DEFINITION OF GLOBAL EDUCATION

Any definition of Global Education must begin with the understanding that it is a social movement that calls for changing attitudes rather than a packaged set of curriculum objectives. As such, Global Education must not be viewed as an additional component to be added to an already burdened curriculum. Instead, it must become a change in perspective to be applied to existing curricula in each subject area.

Global education is an approach to learning in which students and teachers look for ways to connect specific instruction to the rest of the world. Students are encouraged to recognize that concepts know no boundaries, and systems (including geographical, ecological, economic, cultural, technological and communications) are interconnected. Such an approach demands that teachers and students are sensitive to human rights and human values: that differences in values and cultures are accepted as minor obstacles when compared with the meaning of human dignity and the similarities that unite all people as members of a world community. A Global approach also fosters an understanding of history, geography, politics, literature, and economics through examination of international issues and problems. Through discussion and analysis of global concerns, students discover the evolution of these problems historically; they see the role geography plays in regional or cultural conflicts and environmental controversies. Simply put, Global Education highlights the interdependence of all people, their inner resources, their natural and manmade resources and the ways in which they use these gifts.

Global Education: From Thought to Action

SEACREST COUNTRY DAY SCHOOL

GLOBAL EDUCATION PHILOSOPHY

Global Education has been a part of Seacrest's basic philosophy from the beginning. Before a single child was enrolled, parents read and agreed with the philosophy which stated: "We must acknowledge that we are part of a global transformation. If children are to be prepared to live and function creatively in the twenty-first century, we must be willing to go far beyond the traditional limits of schools as they have existed. By exploring and discovering new ways of developing the human potential and inner wisdom, children can meet the greatest challenges that have ever faced mankind."

Clearly our overall philosophy calls for an academic program that is totally integrated and global in scope. Thus, in Seacrest's curriculum there are global components of each subject area woven into the very fabric of Seacrest School; it is not a separate area of study.

At Seacrest Country Day School, global education begins with a firm foundation of geographical and historical knowledge. However, from pre-kindergarten through eighth grade these traditional studies are built upon, layer by layer, until a global "whole" emerges. Once the geography and climate of a particular region are understood, students are brought to an understanding of how the culture of the area is shaped by geography and climate. These cultural studies are made tangible as the students cook regional food, don traditional costumes, write to foreign pen pals, role play, and read stories from the point of view of a child living in that culture. Within this study, children learn bordering countries and how some elements of culture are shared across borders. Our annual International Festival is a kind of cross-cultural celebration that provides students an opportunity to share their understanding of a particular country with all of the other classes in the school. As their classrooms are carefully transformed into mini-nations, students begin to consider themselves "citizens" of that country as they make passports and create official stamps for their border guards. On the day of the festival, Seacrest becomes a microcosm of world nations, and every continent but Antarctica is represented. As the children move from one classroom "country" to another, they have their passports stamped. All of the children can enjoy the feeling of discovery as they explore new geographical, historical and cultural horizons presented by their schoolmates in the form of art, music, artifacts, food, videos, movement, slides, stories and reports, and sometimes guest speakers.

Yet another layer is added to our global understanding through an environmental approach. Children follow migration routes of birds, whales and other animals. Once the concept of multinational migration is understood, students gain deeper understanding of controlling pesticides, water contamination, air pollution, habitat destruction, off shore dumping, and oil exploration, drilling and transportation. By first studying the effects of environmental problems on animal populations, the students see that strict legislation limiting environmental problems in one or two countries alone will have little impact upon animal populations that recognize no boundaries. Once this ground work is carefully laid, the students are led to a realization that all human life is also affected by the environmental decisions and policies established by individual nations in any single nation. They learn that just as it is important to respect cultural differences, we must respect political and economic differences, and work through diplomatic channels to gain solutions that are acceptable for all people and the planet they inhabit. The students begin to see themselves and all people as members of a great web in which all life on earth is interconnected. Through this kind of examination, social responsibility is recognized not as an abstract concept, but as a pressing reality.

Global Education: From Thought to Action

SEACREST COUNTRY DAY SCHOOL

OBJECTIVES FOR GLOBAL EDUCATION

--To study human values-- This study includes "universal" values that define the characteristics, needs, traits that unite all people as human beings. The study includes "diverse" values derived from group membership and how these values influence worldviews. Through this study students gain an interest in different cultures to meet human needs. Students are also provided with opportunities to interact with people whose experiences are different from their own. Traveling abroad and foreign exchange study can also be pursued.

--To study systems-- This study includes the global, economic, political, technological, and ecological systems in which we live and which contribute to the interdependent nature of our world. Through this study, children are invited to share in the technological, political, and economic growth our world is experiencing. By examining recent developments in Eastern Europe, the establishment of a European Common Market, increasing dependence upon rapid, international communications, and international banking, students gain a small sampling of the transformations our world is undergoing. Students are encouraged to broaden their worlds beyond Europe and traditional "Western" dominance, and contribute their ideas for global transformation.

--To study global issues and problems-- This study includes peace and security issues, national and international development issues, local and global environmental issues, and human rights issues. Through this study children have a forum for learning about pollution and other environmental problems, human rights and world hunger. Students recognize that searching for peaceful solutions to all conflicts is as important on a personal level as it is on a global level. A community service component provides an age-appropriate way to help others while gaining insight into the community and its inhabitants.

--To study global history-- This study focuses on the contact and borrowing among cultures and civilizations and the evolution of human values, contemporary global systems, and the causes of today's persistent problems. This study provides students with the fundamental knowledge of geography and world history necessary to study and understand current world issues.

J. Kniep (1989)

SCIENCE

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SCIENCE

Introduction

Seacrest students are encouraged to demonstrate their uniqueness as they excell in science. The curriculum is designed to capitalize on the excitement of discovery by engaging students in investigation through the scientific process. They learn fundamental concepts, skills, and methods by assuming the role of scientist designing their own experiments, formulating the theoretical models, and testing their hypotheses. Through this approach students at Seacrest gain a sense of what it means to be a member of our modern scientific community.

Their study, inquiry, and research in the scientific disciplines is related to practical issues of human interaction and use of the environment. International, national, and local ecology, environmental concerns, and conservation issues give students a deeper understanding of what it means to be citizens of the world.

Quality education is the ability to integrate all learning in a personalized system which enables the individual to apply all knowledge, logic, and reasoning to achieve success.

Teachers at Seacrest recognize the interrelationship of all subject areas within the curriculum and the value of internalizing learning. We strive to develop scientifically minded individuals by creatively nurturing and fostering manipulation, exploration, and experimentation.

Seacrest children are continually interacting with all that science encompasses through this approach and have developed the following characteristics identified in this curriculum.

PHILOSOPHY

SCIENCE

Seacrest School's science curriculum empowers students with an enduring understanding of fundamental scientific concepts.

Through the use of scientific exploration students move away from thinking that science is merely textbook oriented. The real nature of science is not only scientific knowledge itself, but the multitude of creative ways in which problems relating to the natural world are solved. It is not enough for students to memorize theories and fundamental concepts; they must understand the scientific process. Successful learning depends upon accurate application of fundamental concepts and experimentation through the scientific process. Students are presented with experimentation and exposure in class where they must apply both their concrete conceptual knowledge and their abstract understanding. The use of various manipulatives, such as household materials and science lab equipment are necessary to build a solid foundation for concrete learning and lead into abstract thinking. These manipulatives can be used to reinforce basic concepts as well as teach complex scientific theory. Students explore, gather data, share ideas, search for patterns and realize that sientific experimentation and problem solving is the result of an orderly, well planned application of conceptional knowledge. They are encouraged to learn by discovery, experimenting, and exploring, to select alternative ways tc solve problems. Through these experiences, our students become flexible and are able to take risks in order to best discover and investigate their world.

As in all other subject areas, Seacrest's science curriculum does not attempt to isolate concepts into unit clusters that are studied, tested, and then abandoned for the next unit of study. Rather, students are taught to look for the relationships that exist among the various branches of the curriculum. Once those relationships are recognized, it is natural for students to see the application of scientific strategies in other disciplines and in their lives.

Baking, art, carpentry, administering first aid, health, nutrition, reproduction, growth and development, computer, classroom maintenance, small machine maintenance, landscaping, plumbing, electrical wiring, snorkeling, diving, and on site exploration of area resources such as field trips to: The Thomas Edison Home, The Keys, The Everglades, The Conservancy, and Dino-Might, etc. are just a sample of activities that teach students real science viewed as real life.

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INTENTIONS

ESPONSIBLE INDEPENDENCE. Each student shall be encouraged to tap his or her own inner resources toward the pursuit of excellence.

A supportive environment which is DYNAMIC AND ENERGETIC, CALM, AND PEACEFUL.

A program which teaches the value of HELPING OTHERS.

SUCCESS-ORIENTED EXPERIENCES. Mistakes and problems are "tools " to help us learn. By reframing our thoughts, we can learn self-corrective actions.

AUTHENTICITY. The recognition that each child is unique.

A CLIMATE FOR CREATIVE THINKING. Children can learn to direct their thoughts toward a positive, joyful, and peaceful approach to living and learning.

OPPORTUNITIES AND CHOICES. Children need to explore many varied alternatives for learning.

ICHER, DEEPER LEVELS OF QUESTIONING AND LISTENING to become more responsive o needs of self, others, and environment.

OPENESS to new ideas, new resources, new ways of seeing, hearing, and thinking.

INDIVIDUALIZED, SMALL GROUP,, WHOLE CLASS INSTRUCTION. A multi-level, multi-sensory approach will be used in both individualized and shared experience.

ENCOURAGEMENT OF PLAY, Children need the freedom pursue their own ideas--to be children.

HOLISTIC EDUCATION. All parts are interconnected and the whole person needs to be developed and integrated--mentally, physically, socially, and emotionally.

JOYFUL LEARNING. Children and adults alike are happiest when they are in the process of active, creataive learning.

ONSTANT EVALUATION, review, refining. The curriculum, teaching, methods, aterials, and teacher/student relationships will be under constant examination for improvement.

CREATIVE LEADERSHIP by a staff that is fully qualified to need all the standards set forth in the Seacrest School philosophy.

GLOBAL/INTENTIONS

-- To study human values -- This study includes "universal" values that define the characteristics, needs, traits...that unite all people as human beings, and "diverse" values derived from group membership and contributing to particular world views. Through this study students gain an interest in different cultures to meet human needs. Students are also provided with opportunities to interact with people whose experiences are different from their own. Traveling abroad and foreign exchange study can also be pursued.

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-- To study global history -- This study focuses on the contact and borrowing among cultures and civilizations and the evolution of human values, contemporary global systems, and the causes of today's persistent problems.

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.00 Scientific Process Skills/Laboratory Skills

1.10 Basic Skills

a. observe, using the five senses.
b. observe, using magnifying glass and or microscope.
c. use space and time relationships.
d. use logical and creative problem solving.
e. use inquiry as refined problem solving.
f. use number knowledge and computation.
g. measure using various instruments: rulers, scales, measuring beakers, droppers, etc.
h. communicate clearly and precisely both orally and in writing.
i. use appropriate vocabulary
j. read and create maps, graphs, models, diagrams, and other visual representations.
k. predict based upon observation, measurement, relationships, and observe variables.
l. infer from observation by interpreting and explaining.
m. formulate hypotheses.

1.20 Laboratory Skills

a. identify standard laboratory equipment.
b. use standard laboratory equipment accurately and effectively.
c. follow the standard format to conduct an experiment.
d. create an experiment following the standard format.

1.30 Application

a. experiment using the scientific process and laboratory skills to solve an identified problem.
b. explore the real-world through the scientific process using laboratory skills.
c. explore areas of interest using the scientific process.

2.00 Life Science

2.10 Animal

a. identify the characteristics of living and non-living things (movement, growth, and reproduction).
b. classify things by living and non-living characteristics.
c. identify ways in which things grow and change.
d. recognize that living things reproduce their own kind.
e. demonstrate appropriate care of living things.
f. classify living things by kingdoms.
g. recognize the evolution of living things.
h. identify reasons for migration.
i. identify a vertebrate.
j. identify the characteristics of mammals.
k. identify the characteristics of birds.
l. identify the characteristics of insects.
m. identify the characteristics of reptiles.

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n. identify the characteristics of amphibians.
o. identify the characteristics of fish.
p. identify ways animals take care of their young.
q. describe animal habitats and locations where animals live.
r. classify animals as wild or tame.
s. associate living things by their part in the food chain.
t. classify animals by diet.
u. identify ways animals help people.

2.20 Plants
a. identify the parts of a plant.
b. classify plants by characteristics.
c. identify foods that are parts of plants.
d. recognize that light, air, water, soil, and appropriate temperature are necessary for normal plant growth.
e. identify the stages of growth of a plant.

2.30 Health, Nutrition, and Safety
a. identify the external and internal parts of the human body.
b. identify and describe the function of each of the five senses.
c. discuss organs and their relationship within a system.
d. recognize the basic nutritional needs of the humam body to maintain healthy growth and development.
e. recognize the need for safe interaction with the environment and it's life forms and practice safe interaction.

2.40 Global Perspective

2.41 Human Values
a. understand, respect, and appreciate all aspects of the environment.
b. understand that all life forms depend on the environment on earth.
c. understand the environment provides peace and inspiration.

2.42 Systems
a. understand that life and the environment function jointly and are constantly interacting and influencing each other (interdependent).
b. understand that natural laws exist in all facets of the living world.

2.44 History
a. understand the introduction of life on earth influenced the environmental development of society.
b. understand that adaptation takes place over a number of years.
c. understand that life forms change and modify in relation to the environmental conditions and changes in habitats.

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3.00 Physical Science

3.10 Matter

- a. describe objects by physical characteristics (properties).
- b. recognize that physical properties can be combined to cause change.
- c. compare objects by length and weight.
- d. recognize that matter has three states - solid, liquid, and gas.

3.20 Magnetism

- a. classify magnetic and non-magnetic objects.

3.40 Energy

- a. recognize energy as heat.
- b. recognize the need for energy.
- c. recognize that the sun generates energy.
- d. recognize relationship of good eating, resting, and exercise habits to body energy.

4.00 Earth Science

4.10 Weather

- a. describe and define weather conditions.
- b. describe how weather effects people.
- c. use a thermometer and record results .

4.20 Air and Wind

- a. recognize that moving air is wind.
- b. define air and its usefulness.
- c. recognize air as a gas.

4.30 Water

- a. identify sources of water.
- b. recognize physical properties of water.
- c. compare geographical forms in which water is found.

4.40 Geology

- a. identify different types of soil.
- b. recognize that the Earth is composed of different layers.
- c. recognize that there are different types of rocks and minerals.
- d. define fossil and recognize the archeological profession.

4.50 Oceanography

- a. describe the ocean as a habitat.
- b. compare ocean water to fresh water.
- c. recognize that the ocean moves.
- d. recognize the weathering effects of ocean movement.

4.60 Space

- a. recognize the Earth's location in space.
- b. recognize the benefits we derive from the sun.
- c. describe the differences between day and night.

5.00 Ecology/Environmental Conservation

5.10 Environmental Awareness

a. appreciate and respect the wonders of our environment.
b. explain the relationship between environmental change and habitates and food webs.

5.20 Recycling

a. recognize that many products can be reused.
b. recognize that there are limited resources.
c. identify methods for properly caring for our environment.
d. define the word conserve.

5.30 Global Perspective

5.31 Human Values

a. understand the changes in the environment are caused by pollution.
b. understand that changes in the environment effect all life.
c. understand that pollution is created by people.
d. understand that people can aave the greatest impact on the environment (the animals and types of pollution created).
e. understand that some life forms can change or adapt to an altered environment; others cannot and become extinct.

5.32 Systems

a. understand defiance of the natural laws cause reprocussions in all other areas of the living world.
b. understand that human events and activities effect the trends and changes in the living world.
c. understand that management systems exist in the environment.
d. understand that humans create management systems to compensate for intervention.
e. understand that humans destroy management systems by intervention in the natural system.
f. understand that government system departments protect and foster the environment.

5.33 Global Issues

a. understand that life forms are succeptable to disease, pollution, accidents, shortages, etc.
b. understand that natural resources are non-renewable.
c. understand that resources are renewable naturally or with human assistance.
d. understand that humans can practice conservation, restoration, and environmental preservation.
e. understand that endangered species have been reintroduced to habitatss they formally occupied.
f. understand the occupations related to environmental issues.
g. understand the national and international agencies that exist.
h. understand that social attitudes exist nationally and internationally.
i. understand that conflicts exist between different interest groups.
j. understand that different cultures have different priorities.
k. understand that controversy exists between different groups (social and political).
l. understand that individual and community lifestye decisions, including recreational choices, transportation options, housing selections, vocation, food, clothing. and energy use, effect wildlife directly and indirectly.

m. understand that personal and community conservation practices, plus social, cultural and economic values, effect environmental programs and activities.

n. understand that wildlife depletion and habitat destruction can be changed by the development and adoption of alternative human lifestyles and social expectations.

o. understand that in determining responsible and ethical actions in relation to wildlife and the environment, individuals must separate desires from actual needs.

p. understand that all users of wildlife must respect the rights and property of others, consider effects on the habitat, and observe rules and regulations relating to wildlife.

q. understand that it is the responsibility of citizens, government, and industry to avoid waste and destructive exploitation of natural resources, including wildlife.

r. understand that public decisions that effect wildlife and the environment are made through social and political processes designed to represent the wished of the society.

s. understand that individuals can influence public porcesses by voting, demonstrating, lobbying, seeking office, and supporting compatible interest groups.

t. understand that private decisions that effect wildlife and the environment are made through personal Judgements. Each person makes such decisions on a daily basis, including use of time and energy, consumer choices, vocational and leisure time activities.

5.34 History

a. understand that life forms that cannot adapt become endangered and extinct.

b. understand that humans have and do practice environmental preservation and conservation.

c. understand that state and federal governments have created agencies and departments for environmental concerns.

d. understand that wildlife agencies have become a part of our culture.

e. understand the growing environmental concerns from the citizens.

Global Education Science Component

Community Earth Week Activities

Pre-kindergarten - books, songs, related activities
Kindergarten
First Grade - collect cans and newspapers for Conservancy Recycling Program
"Feed the Animals"
community clean-up project
Second Grade - make a mini-sanitary landfill - make predictions and check in six weeks.
graph family recycling.
make solar hot dog cookers.
clean up day - pick up trash on playground and along roadside
all students wrote letters to various resources for environmental information.
Third Grade - Natural Resource Projects
lunch box recycling
Fourth Grade - evaluate your lunch box
Fifth Grade - "The Lorax" by Dr. Seuss
discuss characters used as symbols.
discuss message Seuss conveys about childrens' role in protecting the environment
memorize the book in sections, plan and paint scenery decide upon props and costumes, and perform a dramatic presentation of the book to other Seacrest Students

Art - posters

Music - related songs

Library - Earth Week book marks

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1.00 Topography

1.01 Historical Perspective

a. discover modes of transportation have changed over time.	K,
b. recognize and describe how topography has changed with time.	2,3,
c. introduce concept of continental movement.	2,
d. describe features that have made up the earth for centuries.	3,
e. describe how these features have influenced our ancestors.	3,
f. identify countries belonging to the former British Empire.	4,
g. recognize the countries of Spain, France, and England as possessing land in Florida in the past.	4,
h. compare characteristics of various historical maps.	5

1.02 Current Perspective

a. identify map of the United States.	P
b. understand basic climatic and topographic characteristics of hometown.	P
c. become aware that characteristics can be different in other places.	P
d. identify the globe and understand that it is a representation as a smaller scale.	P,k, 2
e. identify where United States is on the globe.	P
f. understand modes of transportation.	K
g. discuss how forms of transportation vary in different locations.	K
h. know skills and knowledge are needed to operate different modes of transportation.	K
i. understand maps and globes can be constructed from various materials.	k
j. identify four main directions.	k,1,
k. construct various types of maps.	1,2
l. identify the equator, north pole, and south pole.	1,2
m. locate and name states.	K,1,2
n. distinguish boundary lines.	1,
o. recognize describe and locate the seven continents.	1,2, 4,5
p. distinguish between continent, country, state, captol, town, and community.	1,2,3,4
q. introduce and name oceans of the world.	1,2,
r. recognize topography is constantly, slowly changing.	
s. interpret information on a map using a scale, compass, key, compass rose, and legend.	1,2,3, 5
t. identify and define various land and water formations represented on maps.	k,1,2,3,
u. explain why Florida is a peninsula.	4,
v. locate and identify land and water borders of Florida.	4,
w. distinguish between and locate geographic, political, and physical areas on features on a world map.	5
x. analyze characteristics and user of the grid system on maps and gloves.	5
y. relate longitude and latitude to their uses in locating places and separating time zones on earth.	5
z. place cooridnates (latitude and longitude) on a map.	5
aa. compare uses and limitations of various types of maps.	2,3,4,5

1.03 Global Perspective

a. develop knowledge of other countries' topographical and geographical features and boundaries. 1,2

a. introduce major mountain ranges in the United States and in the country of India. 2,

b. describe the topography of Australia. 3,

c. describe and contrast our United States topography versus Australian topography. 3,

d. recognize that England, Scotland, Wales, and Northern Ireland make up the current United Kingdom. 4,

e. become aware of the location of many countries throughout the world. (USP#1) P,K,1,2,3,4,5

f. realize that countries are located in various parts of the world as seen on a world map. (USP#2) (USP#3) P,K,1,2,3,4,5

2.00 Geography

2.10 Physical (land, water, air)

2.11 Historical Perspective

a. understand that the earth was formed billions of years ago. 1
b. understand that the earth is constantly changing. 1
c. become aware of geography as a factor in land use. 2
d. become familiar with concept of geographical barriers as applied to political changes. 2
e. identify changes which occur in the earth over the years. 3
f. describe how these changes affected our ancestors. 3
g. describe early Florida history. 4
h. describe ways in which changes in the natural environment have occurred. 4
i. identify the capital cities of London, Edinburgh, Belfast, and Cardiff. 4
j. name the English Channel as the body of water separating Great Britain from the continent of Europe. 4
k. identify Norway and France as two close neighbors of Great Britain. 4
l. recognize that the birth of the Americas did not begin in North America. 4,5
m. trace European exploration of New World from Vikings to Roanoke. 5
n. identify trade routes. 5
o. explain concepts of Westward Expansion and Industrialization. 5
p. name, spell, and describe correctly five different landforms. 5
q. distinguish between weather and climate. 5
r. describe the climate where they live. 5
s. recognize natural boundary and physical boundary. 5
t. draw borders of United States on blank map. 5
u. locate United States states and place them on a blank map. 5
v. describe the various roles Europeans have played in the formation of our country. 5
w. trace the migration route of early settlers to North America. 5
x. identify characteristics of the Toltec, Astec, and Maya civilizations. 5
y. differentiate farmers, fishermen, gatherers, and hunters and their means of survival. 5
z. trace European explorationn of the New World from Vikings to Roanoke. 5
aa. analyze factors that led the English people to settle in North America in the 1600's and 1700's. 5
bb. identify causes and effects of slavery. 5
cc. examine reasons behind the Civil War and results of - that war. 5
dd. explain concepts of Westward Expansion and Industrialization. 5

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2.12 Current Perspective

a. describe Europe with emphasis on Great Britain. 4
b. describe South America with emphasis on Brazil. 4
c. describe Asia with emphasis on Japan. 4
d. describe Africa with emphasis on Egypt. 4
e. laabel the major rivers of Florida. 4
f. label Lake Okeechobee on an outline map. 4
g. name Great Britain's system of government as a constitutional monarchy and compare it as such to a democracy. 4
h. draw borders of the United States on blank map. 5
i. list neighbor to north and south. 5
j. identify seas and gulfs surrounding United States. 5
k. identify major rivers, and mountain chains. 5
l. name world leaders in news today. 5
m. know the states in the United States and place them in geographic regions. 5

2.13 Global Perspective

a. recognize the earth is made up of land, water, and air. P
b. recognize there are other countries other than the United States that make up the earth. P
c. distinguish between and locate geographic, political, and physical areas and features on a world map. 2
d. describe how our physical geography affects other countries. 3
e. describe our physical relationships to our continent. 3
f. list characteristics of the Seminole tribe. 4
g. describe the role of the Seminoles in Florida's history. 4
h. identify Florida's role in the Civil War. 4
i. list means of early transportatiion. 4
j. identify contributions or individuals who have had a major impact in the modern development of Florida. 4
k. label the Florida Keys area on an outline map. 4
l. identify major geographical regions of Florida as northern, center, southern, lowlands, highlands, etc. 4
m. name and identify several current world leaders. 5
n. identify the seven continents. 5
o. located major oceans, rivers, cities, and regions in the United States to generally understand geographic interrelations. 5

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2.20 People, Plants, and Animasl Life

2.21 Historical Perspective

a. understand Christopher Columbus' discovery is significant in America. K
b. know Columbus' trip was difficult because of his mode of travel and lack of maps. K
c. know Columbus brought three ships to America almost 500 years ago. K
d. be aware of the relationship between environment and climate on the development of civilizations. 1
e. recognize that people have emmigrated to previously uninhabited areas. 2
f. introduce plant emmigration via people, animals, air and water as hosts. 2
g. introduce the concept of native and non-native plants. 2
h. sequence events from past to present. 2
i. recall facts verbally from the past. 2
j. make a personal time line. 2
k. understand concept of history. 2
l. make a historical time line based on non-fictional reading selections which are familiar. 2
m. identify what continents our ancestors came from. 3
n. identify several French, Portuguese, Italian, and Spanish explorers and why they are important. 5
o. examine first American cities i.e. Astec, Inca, and Pueble. 5
p. trace European settlement from St. Augustine to Jamestown. 5
q. identify settlers of Massachusetts Bay. 5
r. identify several "Founding Fathers." 5

2.22 Current Perspective

a. become familiar with the plants and animals life in Florida. P
b. recognize that different plants and animals live in other parts of the United States. P
c. know that autumn is a time of harvest and storing food. k
d. discuss ways people and animals prepare for winter. k
c. understand colder weather determines warmer clothing. k
d. know winter effects transportation in some places. k
e. know winter activities vary in different locations. k
f. understand that growth of many animals and plants slows down in the winter. k
g. know some animals hibernate and some birds migrate in winter. k
h. understand that spring represents new beginnings: i.e. planting, many animal births, flower boolming, etc. k
i. realize that summer brings many changes in nature. k
j. understand differences of above relative to northern United States' southern locally. k
k. realize the relationships between people, plants, animals, and the environment. 1
l. become aware of important current events in news. 2
m. recognize local social changes. 2
n. describe how topographical features determine where people live. 3

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o. recognize that activities of a community are affected by natural resources, landforms, and climate.	3
p. become aware of the physical characteristics of many countries. (USP#1)	P,k,1,2,3,4,5
q. become aware of the likenesses and differences in physical characteristics of many countries. (USP#1)	P,k,1,2,3,4,5
r. recognize that different sports are better suited to specific climates and terrains found in various countries throughout the world. (USP#3)	P,k,1,2,3,4,5

2.23 Global Perpective

a. recognize that different plants and animals live in other parts of the world.	P
b. begin to demonstrate ones awareness of places in ones immediate world.	P,k,1
c. begin to understand that there are places that exist beyond ones world with varied characteristics.	P,k,1
d. begin to recognize abstract representation of the earth and it's features.	P,k,1
e. discuss global implications of major current events.	2
f. paraticipate in discussions of global events' affects on his/her daily live.	2
g. generalize how cultures meet their needs as defined by geographic locations.	2, 4
h. assess the long range solutions of local lneeds in relation to geographic location.	2,3,4,5
i. discuss similarities and differences of cultural needs defined by geographic location.	2,3,4,5
j. distinguish between and locate geographic political, and physical areas and feataures on a world map.	3,4,5
k. compare Florida and its people, land, customs, etc. to the countries of Great Britain, Japan, Brazil, and Egypt.	4
l. become aware of types of plant and animal life that exist in many countries. (USP#1)	P,k,1,2,3,4,5
m. realize the limits and influence each country's plant and animal life have on their diet. (USP#2)	P,k,1,2,3,4,5
n. recognize the limitations specific climates and terrains place on the athletic events enjoyed in each country. (USP#3)	P,k,1,2,3,4,5

3.00 Govennment

3.10 Political (theories, systems, structures, processes)

3.11 Historical Perspective

a. be aware of the name of the United States presidents. k
b. be aware of famous Americans and understand their contributions. P, k
c. be aware of memorials. k
d. understand that the United States has been and is a changing and developing country locally, rationally, and internationally. 1
e. introduce the history of the Unites States' two party system. 2
f. describe a country with no rules. 3
g. identify a need for rules. 3
h. describe post Civil War. 4
i. identify colonial leaders who played a major role in shaping the government of Florida. 4
j. explain why the French, Spanish and English wanted to acquire Florida. 4
k. enumerate reasons baehind the Revolutionary War. 5
l. analyzecause and effect of the Revolutionary War. 5
m. enumerate reasons and causes of Civil War. 5
n. analyze characteristics of the Declaration of Independence. 5
o. generally understand the first government of the United States i.e. Articles of Confereration. 5
p. recognize developments in American governament and history from the presidencies of John Adams to Andrew Jackson. 5

3.12 Current Perspective

a. be aware of the name of the presiden ot the United States. P
b. understand and participate in the voting/election process. P, k, 1
c. understand and discuss the valuable rights of individuals. k, 2
d. identify, understand and discuss our president and other officials that are elected by the adult citizens of our nation and their responsibilities. k, 2, 3, 4
e. identify our country as the United States of America. 1
f. define citizens as people who share the same land, government, community, and flag. 1 3
g. describe the United States flag. 1
h. know and identify Washington D.C. as the capitol of our country. 1, 2, 3
i. identify the president as the top federal o officer of our country. 1, 2, 3
j. know that each president is elected for a four year term and may be re-elected one time. 2
k. realize that anyone born in the United States can aspire to be president. 2
l. know and discuss the meaning of the pledge of allegience. 2

m. identify local, state, and federal governments.	3
n. identify each level of leaders, lawmakers, and judges.	3
o. identify government solving problems and providing services for the community.	3
p. identify people paying taxes to pay for services.	3
q. identify local governments having a council.	3
r. describe Florida Government.	4
s. describe Florida counties.	4
t. recognize and identify the flags.	4
u. identify the Florida state symbols.	4
v. identify the state capitol of Florida.	4
w. identify the current governor.	4
x. know the titles of cabinet members and their major responsibilities.	4
y. recognize the role of state senators and representatives.	4
z. demonstrate an undertaking of our three branches of government and how they work.	5
aa. identify characteristics of the Federal Government.	5
bb. list the three branches of the Federal Govearnmeant.	5
cc. identify the main function of each branch of government.	5
dd. describe how a bill becomes a law.	5
ee. describe what a political party is.	5
ff. name the two major political parties in the United States.	05
gg. explain the election process.	5

3.13 Global Perspective

a. show ones awareness that people in communities are interdependent (past and present).	P,k,1,2,3,4 5
b. realize the impact of Indian Affairs in the government today.	1
c. discuss recent changes in world powers' leaders.	2
d. discuss possible implications of world powers' leadership changes.	2
e. identify democratic governments versus non-democratic governments.	3
f. identify signifcant historical background for geographical and cultural backgrounds.	3,4,5
g. discuss similarities and differences between a variety of historical world events.	3,4,5
h. compare Florida's politics to those of the four world region countries.	4
i. discuss contemporary world news events on a daily basis.	5
j. understand the basis principals behind democracy, monarchy, and communism.	5
k. become aware of the variety of political systems throughout the world. (USP#1)	P,k,1,2,3,4,5
l. realize the political statement that can be made of attendance or boycotting of the olympics.(USP#3)	P,k,1,2,3,4,5
m. realize the vulnerability of each contry's representatives to political misdeeds. (USP#3)	P,k,1,2,3,4,5
n. observe through the news media, the political exposure and interaction created by the olympics (USP#3)	P,k,1,2,3,4,5

3.20 Law (criminal, civil, constitutionsl, internatiionsl)

3.21 Historical Perspective
- a. identify laws that have been made for the good of a group. 3
- b. recognize that our laws are based on our constitution. 3
- c. explain the beginnings of Florida's judicial system as connected to Roman law. 4

3.22 Current Perspective
- a. identify communities having people to see that laws are carried out. 3
- b. recognize that new laws are made for the well being of the group or community. 3
- c. identify the judicial system as one of three main branches of Florida's government. 4

3.23 Global Perspective
- a. recognize that Australia has some laws similar to ours. 3
- b. identify laws that are different from ours. 3
- c. compare Florida's system of courts and law to the four world region countries. 4
- d. recognize the relationships between each country's laws and that of the host country. (USP#3) P,k,1,2,3,4,5

4.00 Sociology - Anthropology

4.10 Religion

4.11 Historical Perspective

a. understand pilgrims came to America to have a better life. k
b. recognize that religious holidays have historical backgrounds such as Christmas and Hollaween. 3
c. identify Hugenots and Catholics as fources in colonization. 4
d. describe and identify explorers. 4
e. recognize the characteristics of religion as a social institution. 4
f. note the significance of religious intolerance in Great Britain. 4

4.12 Current Perspective

a. identify traditional holidays in the United States that are religion oriented. 3
b. describe and identify Native Americans. 4

4.13 Global Perspective

a. identify religious holiday customs that are celenbrated in other countries that are similar to the United States and those that are different from the United States. 3
b. compare Florida's religions with those of the four world region countries. 4
c. be aware of the variations in religion throughout the world. (USP#1)
d. be aware of the influence religion has on diet. (USP#1)

4.20 Social Institutions

4.21 Historical Perspective

a. understand that Indians' way of life was very different from the life the pilgrims had known. k
b. realize that cooperation and sharing were necessary for pilgrims to survive. k
c. understand Martin Luther King is an important man to American history. k
d. discuss prejudice. k
e. understand that Martin Luther King worked for racial equality. k
f. realize that racial equality has not always existed in our country. k
g. understand that we all have an obligation to work for equality of all people. k
h. understand Abraham Lincoln believed in the freedom of all people. k
i. discuss that St. Patrick was a man who was a great teacher in Ireland. k
j. statae that native Americans were the first people to live in the area that is not our country. 1
k. list some of the ways Indians used the natural resources of our land including gathering, fishing hunting, farming, and crafts. 1
l. relate several different ways Indians communicated. 1

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m. describe some of the differences among North American tribes.	1
n. describe some aspects of life in an Indian family and villages.	1
o. be aware that people in communities, past, and present are "interdependent"--individually unique, they share, help trade and exchange goods and ideas.	2
p. describe traditional family groups from ancestors to present.	3
q. roleplay both sides of social conflicts.	5
r. recognize differences among societies and cultures objectively and discuss them without judgement.	5
s. assess contact between two different cultures to see what each gives to and takes from the other.	5
t. experience vicariously and through role playing, life in an early Colonial settlement.	5
u. evaluate the impact of European settlers on Native America.	5
v. recognize artifacts necessary to inform what a civilization must have been like.	5
w. examine a geographical area over time to see changes in people, religion, and architecture.	5

4.22 Current Perspective

a. develop a positive self image.	P
b. develop abaility to follow daily classroom routine and rules.	P
c. recognize ways classmates (self included) are alike.	P
d. experience solfing problems through talking and reasoning with classmates and teacher.	P
e. begin to make choices through decision making.	P
f. state family names and important roles of family members.	P
g. recognize that each of us is unique "one of a kind".	P,k
h. understand how modern inventions have made seasonal changes more comfortable.	k
i. know that summer is usually a time for familuy outings and vacations.	k
j. know that there are important safety rules for summer activities.	k
k. understand that when students return to school in autumn, there will be a new class, new friends, and different activities.	k
l. recognize that each of us is many things.	k\
m. express thoughts and feelings freely as an acknowledgement of our uniqueness.	k
n. understand that a family is a group of people who may live together and take care of one another.	k,1
o. know that families have homes.	k
p. understand relationships within the family.	k,1
q. know families may have other relationships besides those living in their family group.	k,1
r. recognize that each family has different beliefs and ways of doing things.	k,1
s. know that everyone has a birthday and that the date never changes.	k
t. recoagnize that birthdays only come once a year.	k
u. know that birthdays mean getting older.	k

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v. know birthday date. k
w. realize that some people have a party for their birthday. k
x. know President's Day is a celebration of presidents' birthdays. k
y. recognize the basic human needs of air, water, food, clothes, shelter, and love. 1
z. tell how these needs are filled within a family. 1
aa. state some ways that family members help each other. 1
bb. differentiate between needs and wants. 1
cc. understand the concept of "community" as a place where people can get the things they need and wants. 2
dd. give synonyms for community--neighborhood, village, town, city, and metropolis. 2
ee. realize that "wants" vary from person to person, family to family and culture to culture. 2
ff. recognize that person's "values" determine their "wants." 2
gg. identify communities as places people live and work in. 3
hh. identify communities as both similar and different. 3
ii. identify communities sharing holidays and customs. 3
jj. identify idniviuals as unique within the community. 3
kk. identify food, clothing, and language as parts of a culture. 3
ll. identify many cultures helping form our society. 3
mm. identify community changes. 3
nn. identify technology and improvements in communication and transportation as couses of change in ways of life. 3

4.23 Global Perspective
a. apply the skills necessary for successful teamwork in problem solving situations. P,k,1,2,3
b. solve problems and make appropriate choices. k,1,2,3
c. understand the role of the Indian culture in international and national society today. 1
d. model the practice of "stewarts" of the earth." 1
e. recognize and compare the sililarities and differences of family life in other parts of the world. 1
f. realize that worldwide most peoples' "needs" are alike. 2
g. describe how Australian families are similar to United States' families. 3
h. describe how Australian families are different to United States' families. 3
i. identify that all the families have responsibilities. 3
j. formulate cooperative approaches to creatively solve probalems on all levels of society. 3,4,5
k. recognize the differences in societies of countries throughout the world. (USP#1)
l. be aware of the respondibilities of society for preserving. (USP#2)

4.30 Cultural - Traditiion

4.31 Historical Perspective

a. realize that many discoveries of the Pilgrims and Indians are still used in some form today.	k		
b. be aware that life was diverent at the time of the first Thanksgiving.	k		
c. discuss customs and lifestyles during Lincoln's lifetime.	k		
d. understand customs and lifestyles were very different at the time of George Washington.	k		
e. understand the formations of the holidays.	k, l		
f. describe how cultures meet their needs and how they have changes.		3	
g. describe how communities develop.		3	
h. describe how locations change and develop.		3	
i. describe how Native American cultures developed because of environmental demands.		3	
j. describe how Native American cultures were changed by expansion policies.		3	
k. list various attributes of four early Indian tribes.			4

4.32 Current Perspective

a. recognize why, when, and how we celebrate special holidays celebrated in the United States.	P, k, l		
b. recognize special holiday symbols.	k, l		
c. follow special holiday safety rules.	k		
d. recognize that Hanukkah is a festival of lights celebrated by the Jewish people.	k		
e. know the symbols of Hanukkah.	k		
f. understand and participate in the value in havint a special day of giving and sharing with others.	k		
g. participate in and understand the custom of Groundhog's Day.	k		
h. realize that May Day is a day that we have to celebrate spring and share flowers with their friends as a sign of a new birth of their friendship.	k		
i. celebrate spring with a Maypole type dance.	k		
j. express love and appreciation to parents on Mother's Day and Father's Day.	k		
k. recognize the important roles of their parents.	k		
l. recognize that family traditions and customs differ between families, neighborhoods, and communities.		3	
m. recognize that we continue to change as families.		3	
n. identify Florida as a multi-cultural society.			4

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4.33 Global Perspective

a. recognize how special holidays are celebrated around the world.	P,k,1
b. begin to discover what characterizes likenesses and differences of individuals and cultures	P,k,1,2
c. identify that people may borrow ways of doing things from others.	3
d. recognize that all people share responsibilities to help their community, nation, and country grow better.	3
e. recognize similarities and differences in a variety of cultures.	3,4,5
f. explain how life styles of different cultures have different impacts upon their environments.	4
g. recognize and experience some of the cultural traditions of other countries. (USP#)	
h. recognize that their are cultural influences placed on various countries. (USP#2)	
i. realize the variations and differences of the many cultures. (USP#3)	

4.40 Values - Morals

4.41 Historical Perspective

a. discuss a lesson of honesty from a Washington legend.	k
b. see yourself as a part of the whole (past, and present world).	1
c. recognize that values come from family and ancestors.	3
d. recognize that values may change over time.	3

4.42 Current Perspectives

a. experience and participate in respecting ones feelings and those of others by caring, sharing, and taking turns.	P,k,1
b. follow classroom rules.	k
c. work as a team member.	k
d. participate in treating others with courtesy and respect.	k
e. evaluate consequences of an action.	k
f. make many behavioral and academic choices.	k
g. realize the importance of getting along with others.	k,1
h. understand oneself and make friends.	1
i. recognize that each individual is unique in many ways including appearance, preferences, special talents, and abilities.	1
j. recognize that all people are alike in some basic ways.	1
k. develop a positive self image.	1
l. practice several peaceful ways to solve conflicts.	1
m. recognize the need for politeness and helpful behavior in co-operative enterprises.	3
n. identify values in our environment.	4

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4.42 Global Perspectives

- a. begin to solve problems and make appropriate choices. P,k,1,2
- b. begin to apply the skills necessary for successful teamwork in problem solving situations. k,1,2
- c. relate the values of today to international societies. 1
- d. recognize that differing values often cause conflicts among nations. 3
- e. recognize values in different environments. 4
- f. be aware that there are different moral codes and values in other countries. (USP#1)
- g. understand the olympic creed and oath and their significance toward achieving world peace. (USP#3)

5.00 Economics

5.10 Theories, Systems, Structures, and Processes

5.11 Historical Perspective

a. understand the development of money from trade and barter to today. k
b. recognize that simple cultures develop into modern communities. 3
c. recognize the development of a monetary system. 3
d. identify Florida's historical start as a democratic, free enterprise system. 4
e. identify concepts of supply and demand.
f. identify concept of taxation.

5.12 Current Perspective

a. develop awareness of community careers and understand that most people work to earn money. P,k
b. realize that a community depends on workers to run smoothly. P,k
c. demonstrate an understanding that money has value and may be exchanged for what is desired. k
d. realize that men or women can do most jobs. P,k,1
e. demonstrate understanding of trade. k
f. know that banks are places where people keep their money for safekeeping. k
g. visit a bank to see how people's money is processed and stored. k
h. know safety procedures in case of a fire. k
i. participate in fire drills. k
j. understand that special skills, tools, and clothing are needed to do certain kinds of work. k,1
k. understand that people work to provide goods and services. 1
l. state and describe parent's occupations. 1
M. participate in activities involving the real price of things used by families. 1
n. list ways that families spend their money. 1,2
o. recognize that people have needs and wants. 2
p. realize that people must work to obtain their needs and wants. 2
q. describe our current monetary system. 3
r. recognize that money has value and can be used to purchase goods and services. 3
r. describe and identify Florida's resources. 4
s. identify major industries in Florida. 4
t. explain the importance of major industries. 4
u. explain the roll of seaports in importing and exporting. 4
v. identify Florida as a sunbelt state and its importance to economic growth. 4
w. identify concepts of supply and demand.
x. examine economic forces that might motivate nation (or state) actions.
y. use economic terms appropriately.

5.13 Global Perspective

a. begin to recoagnize that economic policies need to be tempered by environmental concerns. P,k 3,4,5
b. realize that there is a difference in the money of different countries and recognize foreign currency. 1, 3
c. recognize that nations are interdependent. 1, 3
d. examine global environmental issues. 3
e. discuss and compare local and national economic policies. 3,4,5
f. recommend creative global solutions to economic and environmental needs. 3,4,5
g. compare Florida's economic system to those of the four world region countries. 4
h. recognize that economic systems reflect\ value systems. 5
i. recognize the importance of Immigrants and their influence on the economic future of the United States. 5
j. realize that economic vary among countries. (USP#1) P,k,1,2,3,4,5
k. understand the concept of sponsorship and non-professional compotition. (USP#3) P,k,1,2,3,4,5
l. recognize economic importance of high profile personalities and accomplishments for individual countries. (USP#3) P,k,1,2,3,4,5

5.20 Resources - Production

5.21 Historical Perspective

a. describe past consumer needs and resources. 3

5.22 Current Perspective

a. identify people having needs and wants (consumers). 3
b. identify people working to provide goods or services (producers). 3
c. identify location of community and resource changes in services available. 3
d. identify interdependency of workers. 3
e. identify how technology developing ways of earning a living, may change. 3

5.23 Global Perspective

a. recognize that consumer wants and needs in one country may deplete resources in another country. 3
b. recognize the need for imports and exports. 3
c. realize the need for import and export of products between countries. (USP#1) P,k,1,2,3,4,5
d. be aware of the influence of imports and exports on cuisine. (USP#3) P,k,1,2,3,4,5

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6.00 Humanities

6.10 Literature

6.11 Historical Perspective
- a. develop awareness of authors from long ago. P,k,1,2,3,4,5
- b. begin to experience stories, tales, poems and books from long ago. P
- c. understand the relationship between literature and the development of history 1
- d. recognize that our history is retold through literature and extensive writings. 3
- e. identify that through literature we learn facts. 3
- f. explain how M. Rawlings "The Yearling" tells about life in early Florida. 4
- g. demonstrate an understanding of prejudice and differences in values over time. 5
- h. recognize major conflicts between people and situations. 5

6.12 Current Perspective
- a. develop awareness of authors of today.
- b. begin to experience stories, tales, poems, and books from today. P
- c. recognize literature as a resource past, present, and future. 3
- d. recognize that current writings reflect current thoughts. 3
- e. recognize that actions are related to value systems. 5
- f. recognize that feelings of freedom are present today. 5
- g. notice that dialects are specific to certain parts of the country. 5

6.13 Global Perspective
- a. develop awareness of authors from other countries. P
- b. begin to experience stories, tales, poems, and books from other countries. P
- c. recognize literature's purpose and contribution to the study of the world. 1, 3
- d. recognize that all people have the same basic needs. 5
- e. recognize that there are nemerous solutions to worldwide issues and problems. 5
- f. realize the value of various forms of literature and their origin. (USP#2) P,k,1,2,3,4,5

6.20 Art

6.21 Historical Perspective
- a. develop awareness of artists and art from long ago. P
- b. understand the transitions in art as a medium of growth and development of cultures and societies. 1
- c. recognize the development of art as a necessary means of communication/record of historical events and necessity as tools for survival. 1
- d. recognize that art is a cultural phenomenon. 5
- e. understand and realize that art is an expression of man's visual heritage.

6.22 Current Perspective
- a. develop awareness of artists and art from today. P
- b. experience mediums such as paint, crayons, markers, clay, and pencils. P
- c. begin to develop the process of a project. P
- d. use the appreciation of cultural arts as a way to understand the people of the world. I
- e. use art knowledge, and skills in personal and community life. 5
- f. recognize that visual judgements are suited to learner's experience, maturity and environment. 5

6.23 Global Perspective
- a. recognize the importance of art as an expression of variations in the world. I
- b. recognize art as multicultural and extremely diverse. 5
- c. appreciate the value of art in the culture of the countries (USP#1) P,k,1,2,3,4,5
- d. recognize the traditional artistic qualities exhibited in the presentation of international dishes. (USP#2) P,k,1,2,3,4,5

6.30 Music

6.31 Historical Perspective
- a. develop awareness of musicians and music from logn ago. P
- b. understand that music varies as civilizations progress through time. I
- c. recognize the development of music as a means of communication. I
- d. sing "The Old Folks at Home" as the Florida State song. 4

6.32 Current Perspective
- a. develop awareness of musicians and music from today. P
- b. experience songs, chants, rhythms, and musical instruments. P
- c. be aware of native music and compare differences in the music of other countries. I

6.33 Global Perspective

a. develop awareness of musicians and music from other countries. P

b. recognize the importance of music in relation to national and international individually and interaction. 1

c. recognize music as a means of communication between cultures. 1

d. recognize the variationa in music and it's place in the societies of other cultures and countries. (USP#1) P,k,1,2,3,4,5

e. observe and associate variations in musical selections with dances different countries present. (USP#3) P,k,1,2,3,4,5

f. become aware of music from cultures other than one's native culture through singing, playing, compostion and performing. (USP#4) P,k,1,2,3,4,5

g. experience multi-cultural rhythms through dance and rhythm instruments. (USP#4) P,k,1,2,3,4,5

h. become aware of multi-cultural music history and its bearing on historical development throughout the world. (USP#4) P,k,1,2,3,4,5

i. discover through music, cultural similarities and differences and how these affect our lives. (USP#4) P,k,1,2,3,4,5

j. explore multi-cultural celebrations and the importance of music within these celebrations. (USP#4) P,k,1,2,3,4,5

6.40 Dance

6.41 Historical Perspective

a. recognize the differences in dance through time. 1

b. recognize the importance and significance of dance throughout time. 1

c. demonstrate Indian dances. 4

6.42 Current Perspective

a. experience rhythms by using different body parts. P

b. be aware of local dance and the differences nationally and internationally. 1

6.43 Global Perspective

a. recognize the importance of dance in relation to local, national, and international individually and interaction. 1

b. recognize dance as a means of communication and unity. 1

c. recognize the importanct of dance in the various countries. (USP#1) P,k,1,2,3,4,5

d. observe the interaction between music and dance throughout the olympics. (USP#3) P,k,1,2,3,4,5

e. observe the style of dance and its relationship to the country presenting. (USP#3) P,k,1,2,3,4,5

6.50 Drama of Culture

6.52 Current Perspective

a. experience role playing.	P
b. experience short plays.	P
c. be aware of the use of drama in other countries. (USP#1)	P,K,1,2,3,4,5

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7.00 Citizenship

7.01 Historical Perspective

a. understand the comparisons in growth and development of citizens of different nationalities. 1
b. recognize that people have been responsible for others throughout history. 3
c. recognize that groups have been formed in the past to help one another. 3

7.02 Current Perspective

a. recognize national symbols and help preserve them. P,k
b. participate in flag activities and partriotic songs. P,k
c. understand that patriotism means showing loyalty to our country. k
d. celebrate our national holidays. P,k
e. realize there are differences in citizens of other countries. 1
f. recognize the need for voicing opinions to help group activities. 3
g. recognize the need to vote on issues. 3
h. recognize the need for lawmakers to be responsible to their constituents. 3
i. describe oneself as a citizen of the community, state, and nation. 4
j. recognize the idea of citizens as members of the community as a working part of the state as a voter, volunteer, etc. 4

7.03 Global Perspective

a. learn that other countries have different flags. P
b. demonstrate the ability to sublimate ones needs to the needs of the group as a whole. P,k,1,2
c. recognize the relationships between citizens of different nations. 1
d. recognize student's role today as citizen of the world. 3
e. recognize student responsibilities in eventual election of leaders who cooperate with other countries. 3
f. compare in individual's community responsibility on local, national, and international level. 3,4,5
g. tell how local economic, political, and environmental issues relate to similar global issues. 3,4,5
h. conclude the effect of global concerns on local or individual level. 3,4,5
i. compare our rights and responsibilities as citizens to those in the four world region countries. 4
j. experience being a citizen of another country socially, poliOtically, and culturally. (USP#1) P,k,1,2,3,4,5
k. recognize the responsibilities of citizend in continunity of traditional cooking (USP#2) P,k,1,2,3,4,5
l. explore the likenesses and differences in citizenship of the different countries. (USP#3) P,k,1,2,3,4,5
m. experience patriotic allegiance or pulling together of pride in unity. (USP#3) P,k,1,2,3,4,5

8.00 Community - Communication

8.10 Issues

8.11 Historical perspective

a. list early forms of communication.	P,k,1,2,3,4,5
b. recognize the changes in communities over time.	1
c. recognize that communication skills have developed over many years.	3
d. identify commun ication techniques and how they have changed.	3

8.12 Current Perspectives

a. recognize that people have different jobs.	P
b. experience various community jobs.	P
c. realize the importance of communication to everyone.	k
d. observe that communication provides information and entertainment.	k
e. know communication etiquette.	k
f. know that we can communicate through the arts.	k
g. use non-verbal communication.	k
h. communicate in different languages.	k
i. understand vibration in the production of sound.	k
j. know that sound travels through wires in the telephone.	k
k. know your phone number.	k
l. dial other numbers.	k
m use telephone etiquette.	k
n. realize uses of the newspaper.	k
o. understand how agencies like the post office, telephone company, television and radio stations, and the newspaper aid in communication.	k,
p. identify the basic needs and structure of a community.	1
q. describe immediate neighborhood.	1
r. describe other places in our community.	1
s. name several community service workers and describe their jobs.	1
t. tell how different community members can help each other.	1
u. recognize issues that affect our community and how we are informed of these issues i.e. radio, T.V., newspaper, etc.	3
v. identify ways we can confront issues that concern us.	3

8.13 Global Perspective

a. recognize and accept ones own strengths and weaknesses. P,k,1,2
b. recognize the components of a relationship with others. P,k, 2
c. expand ones individual interactions to larger groups. P,k, 2
d. recognize that communities have variations throughout the world. 1
e. recognize that communication has aided in a greater understanding of other cultures. 3
f. recognize that through communication we hear things immediately. 3
g. identify responsibility and consequences of our own behavaior in relationships with others. 3,4,5
h. examine the role of individual responsibility in relation to larger social groups. 3,4,5
i. generalize personal actions and relationships on a global basis. 3,4,5

8.20 Service Needs

8.21 Historical Perspective

a. describe past services which provided communication. 3
b. describe how history has modified the need for greater communication. 3

8.22 Current Perspective

a. participate in sharing activities with the community. P
b. demonstrate the use of anewspaper to obtain current information. 3
c. recognize the need to be informed day to day. 3
d. recognize current improvements in communication. 3

8.23 Global Perspective

a. recognize the need for up to date global communications. P
b. recognize th interdependence of satellite communication for information. P
c. recognize the variations in structure of communities throughout the world (USP#1) P,k,1,2,3,4,5
d. observe and explore the interactions of the various communities created by the olympic teams of different countries. (USP#3) P,k,1,2,3,4,5
e. realize the importance of a host country and its' requirements to provide an olympic site. (USP#3) P,k,1,2,3,4,5

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9.00 Environmental Issues

9.10 Development of

9.11 Historical Persepctive

- a. realize the effect of development on the environment. I
- b. recognize that with small populations in the past, the environmental issues were not as important. 3
- c. recognize that past cultures used all resources and did not throw away as much as today. 3
- d. describe the ramifications of the development of early Florida by waterways, railways, highways and airways. 4

9.12 Current Perspective

- a. develop awareness that the earth is our home. P
- b. be aware and appreciate the land, air, water, and all living creatures. P
- c. identify key issues in the environment. I
- d. describe the need for conservation in our area due to water shortage. 3

9.13 Global Perspective

- a. realize the affect of environmental changes in relation to the world. I
- b. describe the necessity to become environmentally concerned because of population growth worldwide. 3

9.20 Conservation Action

9.21. Historical Perspective

- a. understand that the changes over time have had an affect on the actions of the population. I
- b. recognize parkland was an effort by ancestors to save environment. 3
- c. recognize that former misuse of resources caused Native Americans to move frequently to find food. 3

9.22 Current Perspective

- a. develop awareness that we can be a solution to pollution. P
- b. know to conserve, recycle, reuse whenever possible. P
- c. participate in school recycling programs. P
- d. relate the actions of the population to prevention, restoration, and conservation today. I
- e. recognize the need to conserve resources. 3
- f. describe methods of conserving and reusing resources. 3

9.23 Global Perspective

a. begin to demonstrate ones awareness of the responsibility to preserve and protect the earth.	P,k,1,2,3
b. begin to participate in the active conservation and recycling of the earth's rfesources.	P,k,1,2,3
c. recognize that actions are being taken internationally to protect the environment.	1
d. begin to recognize that economic policies need to be tempered by environmental concerns.	1,2
e. recognize that environmental issues cross political boundaries.	3
f. recoagnize that ecological pressures in one country may be tied to another's economic system.	3
g. examine global environmental issues.	4,5
h. discuss interconnectedness of economic needs and environmental consequences.	4,5
i. recommend creative global solutions to economic and environmental needs.	4,5
j. realize that prevention and preservation are international issues of concern to the population of the world. (USP#1)	P,k,1,2,3,4,5

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1.00 Topography

1.01 Historical Perspective
a. describe features that have made up the earth for centuries.
b. describe how these features have influenced our ancestors.
c. describe how these features have changed over the years.

1.02 Current Perspective
a. describe and compare how topographical features may have affected our ancestors, but no longer affect us.
b. identify physical and political maps and their uses.
c. identify map scales and determine distances.
d. use topographical maps to identify landforms.
e. use topographical globes to identify landforms.
f. identify and locate deserts, rainforests, and beaches.

1.03 Global Perspective
a. describe the topography of Australia.
b. describe and contrast our United States topography versus Australian topography.

2.00 Geography

2.10 Physical (land, water, air)

2.11 Historical Perspective
a. identify changes which occur in the earth over the years.
b. describe how these changes affected our ancestors.

2.12 Current Perspective
a. identify a globe as a model of the earth.
b. identify a map as a representation of all or part of the earth.
c. identify types of landforms i.e. islands, plains, valleys, hills, and mountains.
d. identify continents as large bodies of land.
e. identify oceans as large bodies of water.
f. identify hemispheres.
g. identify seven continents.
h. identify four oceans.
i. identify physical and political maps and their uses.
j. identify map scales and determine distances.
k. describe climate variations and the culture that develops because of them.
l. describe where natural resources are found.
m. describe ways of protecting air, water, and land.

2.13 Global Persepctive
a. describe how our physical geography affects others countries.
b. describe our physical relationships to our continent.

2.21 Historical Perspective
- a. identify what continents our ancestors came from.

2.22 Current Perspective
- a. recognize that activities of a community are affected by natural resources, landforms, and climate.
- b. describe how topographical features determine where people live.

2.23 Global Perspective
- a. distinguish between and locate geographic, political, and physical areas and features on a world map.
- b. discuss similarities and differences of cultural needs defined by geographic location.
- c. assess the long range solutions of local needs in relation to geographic location.

3.00 Government

3.10 Political (theories, systems, structures, processes)

3.11 Historical Perspective
- a. describe a country with no rules.
- b. identify a need for rules.

3.12 Current Perspective
- a. identify local, state, and federal governments.
- b. identify each level of leaders, lawmakers, and judges.
- c. identify citizens as a member of the community.
- d. identify government solving problems, and providing services for the community.
- e. identify people paying taxes to pay for services.
- f. identify local governments having a council.
- g. identify the President as the top Federal official.
- h. identify Washington, D.C. as the nation's capitol.

3.13 Global Perspective
- a. identify the government in Australia as a democracy.
- b. identify democratic governments versus non-democratic governments.
- c. identify significant historical background for geographical and cultural backgrounds.
- d. discuss similarities and differences between a variety of historical world events.
- e. analyze and draw comparisons between historical events and life situations.

3.20 Law (criminal, civil, constitutional, international)

3.21 Historical Perspective
- a. identify laws that have been made for the good of a group.
- b. recognize that our laws are based on our constitution.

3.22 Current Perspective
- a. identify communities having people to see that laws are carried out.
- b. recognize that new laws are made for the well being of the group or community.

3.23 Global Perspective
- a. recognize that Australia has some laws similar to ours.
- b. identify laws that are different from ours.

4.00 Sociology - Anthropology

4.10 Religion

4.11 Historical Perspective
- a. recognize that religious holidays have historical backgrounds such as Christmas and Halloween.

4.12 Current Perspective
- a. identify traditional holidays in the United States that are religion oriented.

4.13 Global Perspective
- a. identify religious holiday customs that are celebrated in other countries that are similar to the United States and those that are different from the United States.

4.20 Social Institutions

4.21 Historical Perspective
- a. describe traditional family groups from ancestors to present.

4.22 Current Perspective
- a. identify communities as places people live and work in.
- b. identify communities as both similar and different.
- c. identify communities sharing holidays and customs.
- d. identify individuals as unique within the community.
- e. identify food, clothing, and language as parts of a culture.
- f. identify many cultures helping form our society.
- g. identify community changes.
- h. identify technology and improvements in communication and transportation as causes of change in ways of life.

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4.23 Global Perspective
- a. describe how Australian families are similar to United States' families.
- b. describe how Australian families are different from United States' families.
- c. identify that all the families have responsibilities.
- d. formulate cooperative approaches to creatively solve problems on all levels of society.

4.30 Cultural - Tradition

4.31 Historical Perspective
- a. describe how cultures meet their needs and how they have changes.
- b. describe how communities develop.
- c. describe how locations change and develop.
- d. describe how Native American cultures developed because of evnironmental demands.
- e. describe how Native American cultures were changed by expansion policies.

4.32 Current Perspective
- a. recognize that family traditions and customs differ between families, neighborhoods, and communities.
- b. recognize that we continue to change.as families.

4.33 Global Perspective
- a. identify that people may borrow ways of doing things from others.
- b. recognize that all people share responsibilities to help their community, nation, and country grow better.
- c. recognize similarities and differences in a variety of cultures.
- d. compare and contrast similarities and differences of cultures.

4.40 Values - Morals

4.41 Historical Perspective
- a. recognize that values come from.family and ancestors.
- b. recognize that values may change over time.

4.42 Current Perspective
- a. recognize the need for politeness and helpful behavior in co-operative enterprises.

4.43 Global Perspective
- a. recognize that differing values often cause conflicts among nations.

5.00 Economics

5.10 Theories, Systems, Structures, and Processes

5.11 Historical Perspctive

a. recognize that simple cultures develop into modern communities.
b. recognize the development of a monetary system.

5.12 Current Perspective

a. describe our current monetary system.
b. recognize that money has value and can be used to purchase goods and services.

5.13 Global Perspective

a. recognize that nations are interdependent.
b. recognize foreign currency.
c. recognize that countries share resources.
d. discuss and compare local and national economic policies.
e. examine global environmental issues.
f. discuss interconnectedness of economic need and environmental consequences.
g. recommend creative global solutions to economic and environmental needs.

5.20 Resources - Production

5.21 Historical Perspective

a. describe past consumer needs and resources.

5.22 Current Perspective

a. identify people having needs and wants (consumers).
b. identify people working to provide goods or services (producers).
c. identify location of community and resource changes in services available.
d. identify interdependency of workers.
e. identify how technology developing ways of earning a living, may change.

5.23 Global Perspective

a. recognize that consumer wants and needs in one country may deplete resources in another country.
b. recognize the need for imports and exports.

6.00 Humanities

6.10 Literature

6.11 Historical Perspective
- a. recognize that our history is retold through literataure and extensive writings.
- b. identify that through literature we learn facts.

6.12 Current Perspective
- a. recognize that current writings reflect current thoughts.
- b. recognize that their writings become historical data.

6.13 Globel Perspective
- a. recognize that we learn much about other countries through their literature.

7.00 Citizenship

7.01 Historical Perspective
- a. recognize that people have been responsiblle for others throughout history.
- b. recognize that groups have been formed in the past to help one another.

7.02 Current Perspective
- a. recognize the need for voicing opinions to help group activities.
- b. recognize the need to vote on issues.
- c. recognize the need to be informed about current issues.
- d. recognize the need for lawmakers to be responsible to their constituents.

7.03 Global Perspective
- a. recognize student's role today as citizen of the world.
- b. recognize student responsibilities in eventual election of leaders who cooperate with other countries.
- c. compare individual's community responsibility on local, national, and international level.
- d. tell how local economic, political, and environmental issues relate to similar global issues.
- e. conclude the effect of global concerns on local or individual level.

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8.00 Community - Communication

8.10 Issues

8.11 Historical Perspective

- a. recognize that communication skills have developed over many years.
- b. identify communication techniques and how they have changed.

8.12 current Perspective

- a. recognize issues that affect our community and how we are informed of these issues i.e. radio, T.V., newspaper, etc.
- b. identify ways we can confront issues that concern us.

8.13 Global Perspective

- a. recognize that communication has aided in a greater understanding of other cultures.
- b. recognize that through communication we hear things immediately.
- c. identify responsibility and consequences of our own behavior in relationships with others.
- d. examine the role of individual responsibility in relation to larger social groups.
- e. generalize personal actions and relationships on a global basis.

8.20 Service Needs

8.21 Historical Perspective

- a. describe past services which provided communication.
- b. describe how history has modified the need for greater communication.

8.22 Current Perspective

- a. demonstrate the use of a newspaper to obtain current information.
- b. recognize the need to be informed day to day.
- c. recognize current improvements in communication.

8.23 Global Perspective

- a. recognize the need for up to date global communications.
- b. recognize the interdependence of satellite communication for information.

9.00 Environmental Issues

9.10 Development of

9.11 Historical Perspective
- a. recognize that with small populations in the past, the environmental issues were not as important.
- b. recognize that past cultures used all resources and did not throw away as much as today.

9.12 Current Perspective
- a. describe the need for conservation in our area due to water shortage.

9.13 Global Perspective
- a. describe the necessity to become environmentally concerned because of population growth worldwide.

9.20 Conservation Action

9.21 Historical Perspective
- a. recognize parkland was an effort by ancestors to save environment.
- b. recognize that former misuse of resources caused Native Americans to move frequently to find food.

9.22 Current Perspective
- a. recognize the need to concerve resources.
- b. describe methods of conserving and reusing resources.

9.23 Global Perspective
- a. recognize that people should take care of the environment.
- b. recognize that people should conserve natural resources.
- c. recognize that environmental issues cross political boundaries.
- d. recognize that ecological pressures in one country may be tied to another's economic system.

The Global Perspective Unified Schoolwide Project #1

Seacrest International Festival Pre-K - 8

1.00 Topography

1.03 Global Perspective
a. become aware of the location of many countries throughout the world.

2.00 Geography

2.10 Physical, (land, water, air)

2.13 Global Perspective
a. become aware of the physical characteristics of many countries.

b. become aware of the likenesses and differences in physical characteristics of many countries.

2.20 People, Plants, and Animal Life

2.23 Global Perspective
a. become aware of types of plant and animal life that exists in many countries.

3.00 Government

3.10 Political (theories, systems, structures, processes)

3.13 Global Perspective
a. become aware of the variety of political systems throughout the world.

3.20 Law

3.23 Global Perspective
a. become aware of the differences in laws of other countries.

4.00 Sociology - Anthropology

4.10 Religion

4.13 Global Perspective
a. be aware of the variations in religion throughout the world.

b. be aware of the influence religion has on diet.

4.20 Social Institutions

4.23 Global Perspective
a. recognize the differences in societies of countries throughout the world.

4.30 Culture

4.33 Global Perspecative
a. recognize and experience some of the cultural traditions of other countries.

4.40 Values - Morals

4.43 Global Perspective
a. be aware that there are different moral codes and values in other countries.

5.00 Economics

5.10 Theories, Systems, Structures and Processes

5.13 Global Perspective
a. realize that economics vary amoung countries.

5.20 Resources - Production

5.23 Global Perspective
a. realize the need for import and export of products between countries.

6.00 Humanities

6.10 Literature

6.13 Global Perspective
a. realize the value of various forms of literature and their origin.

6.20 Art

6.23 Global Perspective
a. appreciate the value of art in the culture of the countries.

6.30 Music

6.33 Global Perspective
a. recognize the variations in music and it's place in the societies of other cultures and countries.

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6.40 Dance

6.43 Global Perspective
a. recognize the importance of dance in the various countries.

6.50 Drama of Culture

6.53 Global Perspective
a. be aware of the use of drama in other countries.

7.00 Citizenship

7.03 Global Perspective
a. experience being a citizen of another country socially, politically and culturally.

8.00 Community - Communication

8.20 Service Needs

8.23 Global Perspective
a. recognize the variations in structure of communities throughout the world.

9.00 Environmental Issues

9.20 Conservation Action

9.23 Global Perspective
a. realize that prevention and preservation are international issues of concern to the population of the world.

The Global Perspective Unified Schoolwide Project #2

Seacrest Food Festival Pre-K - 8

1.00 Topography

1.03 Global Perspective
- a. realize that countries are located in various parts of the world as seen on a world map.

2.00 Geography

2.20 People, Plants, and Animal Life

2.23 Global Perspective
- a. realize the limits and influence each country's plant and animal life have on their diet.

4.00 Sociology - Anthropology

4.20 Social Institutions

4.43 Global Perspective
- a. be aware of the responsibilities of society for preserving.

4.30 Cultural - Tradition

4.43 Global Perspective
- a. recognize that their are cultural influences placed on diet in various countries.

5.00 Economics

5.20 Resources - Production

5.23 Global Perspective
- a. be aware of the influence of imports and exports on cuisine.

6.00 Humanities

6.20 Art

6.23 Global Perspective
- a. recognize the traditional artistic qualities exhibited in the presentation of international dishes.

7.00 Citizenship

7.03 Global Perspective
- a. recognize the responsibilities of citizens in continunity of traditional cooking.

The Global Perspective Unified Schoolwide Project #3

Seacrest Olympics Pre- K - 8

1.00 Topography

1.03 Global Perspective

a. realize that countries are located in various parts of the world as seen on a world map.

2.00 Geography

2.10 Physical (land, water, air)

2.13 Global Perspective

a. recognize that different sports are better suited to specific climate and terrains found in various countries throughout the world.

2.20 People, Plants, and Animal Life

2.23 Global Perspective

a. recognize the limitations specific climates and terrains place on the athletic events enjoyed in each country.

3.00 Government

3.10 Political (theories, systems, structures, processes)

3.13 Global Perspective

a. realize the political statement that can be made by attendance or boycotting of the olympics.

b. realize the vulnerability of each country's representatives to political misdeeds.

c. observe through the news media, the political exposure and interaction created by the olympics.

3.20 Law

3.23 Global Perspective

a. recognize the relationships between each country's laws and that of the host country.

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4.00 Sociology

4.30 Culture - Tradition

4.33 Global Perspective
- a. realize the variations and differences of the many cultures.

4.40 Values - Morals

4.43 Global Perspective
- a. understand the olympic creed and oath and their significance toward achieving world peace.

5.00 Economics

5.10 Theories, Systems, Structures, and Processes

5.13 Global Perspective
- a. understand the concept of sponsorship and non-professional competition.
- b. recognize economic importance of high profile personalities and accomplishments for individual countries.

6.00 Humanities

6.30 Music

6.33 Global Perspective
- a. observe and associate variations in musical selections with dances different countries present.

6.40 Dance

6.43 Global Perspective
- a. observe the interaction between music and dance throughout the olympics.
- b. observe the style of dance and its relationship to the country presenting.

7.00 Citizenship

7.03 Global Perspective
- a. explore the likenesses and differences in citizenship of the different countries.
- b. experience patriotic allegiance or pulling together of pride in unity.

8.00 Community - Communication

8.20 Service Needs

8.23 Global Perspective

a. observe and explore the interactions of the various communities created by the olympic teams of different countries.
b. realize the importance of a host country and its' requirements to provide an olympic site.

Global Education Music Component Pre-K - 8

Introduction:

u

Music throughout the world is a means of personal/human expression. Music was created for work, play, dancing, storytelling and entertainment. An understanding of Music and its' relationship to global cultures will offer the student an opportunity to explore everyday life today and in the times of our predecessors. Music can help bring to life social, historical, and cultural ideas and values.

6.00 Humanities

6.30 Music

6.33 Global Perspective

a. become aware of music from cultures other than one's native culture through singing, playing, composing, and performing.
b. experience multi-cultural rhythms through dance and rhythm instruments.
c. become aware of multi-cultural music history and its bearing on historical development throughout the world.
d. discover through music, cultiural similarities and differences and how these affect our lives.
e. explore multi-cultural celebrations and the importance of music within these celebrations.

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Global Education Art Component Pre-K - 8

Introduction:

Art throughout the world is a means of personal/human expression. Art was created for work, play, creative expression, storytelling, enjoyment, appreciation, asthetics and entertainment.

An understanding of art and its relationship to global cultures will offer the student an opportunity to explore everyday life today and in the times of our predecessors. Art can help bring to life social, historical, and cultural ideas and values.

6.00 Humanities

6.20 Art

6.23 Global Perspective

a. become aware of art from cultures other than one's native culture.
b. experience multi-cultural art.
c. become aware of multi-cultural art history and its bearing on historical development throughout the world.
d. discover through art, cultiural similarities and differences and how these affect our lives.
e. explore multi-cultural celebrations and the importance of art within these celebrations.

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Global Perspective Unified Schoolwide - Project #6

Global Education Spanish Componet Pre-K - 8

Introduction:

Foreign language study continues to play an important role in global communication, understanding, and cooperation. Through a multisensory approach we hope that students will use global awareness as an incentive to catapult into active language acquisition and enhanced cultural appreciation.

.00 Sociology

4.30 Cultural - Tradition

4.33 Global Perspective

a. explore culture of Latin American countries through cooking and sampling of foods and fruits indigenous to these countries.
b. investigate current events of Latin American countries and their effect on today's society.
c. embellish present storehouse of cultural exposure via Latin American art, music, and literature.
d. create environment that generates acceptance and appreciation of cultural differences and similarities.
e. expose student to a variety of Hispanic celebrations and observances.
f. recognize importance of courtesy in speech and manner that is expected in Hispanic society.
g. utilize gestures peculiar to many countries in the Hispanic world.
h. examine cross-cultural influences as they effect Hispanic American living.
i. study non-western Indian cultures found in a number of Latin American islands and nations.
j. incorporate Hispanic stories, myths, and legends into overall study of Hispanic language, culture, and civilization.
k. discuss African influence found in many Hispanic islands, particuliarly in the areas of music and art.
l. observe Moorish influence on agriculture of Spain as well as its linguistic contributions.

Name________________________________

=globally aware

GLOBAL PROFILE (P - 2)

	Teacher Date			
The globally aware child:	PK	K	1	2
is developing human values and a sense of responsibility for preserving the world in relation to the environment and its cultures.				
is developing an awareness of the problems of our environment related to the nuturing of, protection of, and preservation of the world.				
is developing a sense of time in relations to the past, present, and future of our world.				
is promoting cooperative approaches to problem solving throughout the world and its cultures.				
is developing the ability to make comparisons and draw parallels using conceptual and historical world cultural knowledge.				
is developing the ability to apply interrelated conceptual information throughout the world and its cultures.				
is developing awareness of the Global links between local, national, and international,- political, economic, and environmental issures.				
is developing a knowledge of the interdependancy of all life within the world.				
is a Global citizen.				

Community Service Projects

P______________________________ 1______________________________

K______________________________ 2______________________________

Name ____

demonstrates increased knowledge
and understanding of global awareness
as evidenced in the following ways

o=outstanding
s=satisfactory
n=needs
improvement

GLOBAL PROFILE (3-8)

Teacher Date						
The student:	3	4	5	6	7	8
demonstrates positive attitudes toward self, others and the environment.						
demonstrates increased integration of acquired knowledge (ability to construct meaning, organize and practice concepts learned about global awareness as part of daily experiences and activities).						
demonstrates increased ability to extending and refining knowledge through comparing, classifying, inducing, deducing, analyzing supporting data, abstracting and analyzing value.						
demonstrates increased meaningful use of knowledge through oral discourse, composing, problem solving, decision making, scientific inquiry.						
demonstrates increased ability toward the utilization of critical thinking skills, creative imagination and self-responsibility.						
demonstrates increased geographical knowledge.						

Global Profile 3 - 8

Community Service Project

3____________________

4____________________

5____________________

6____________________

7____________________

8____________________

Major Student Project (Photo or Essay Included)

3____________________

4____________________

5____________________

6____________________

7____________________

8____________________

Major Field Experience

3____________________

4____________________

5____________________

6____________________

7____________________

8____________________

Sea World
7007 Sea World Drive • Orlando, Florida 32821

October 2, 1991

Lynne M. Powell
Seacrest Country Day School
1986 Unity Way
Naples, FL 33962

Dear Lynne,

It was a pleasure meeting you yesterday at Sea World. I enjoyed hearing all about your unique school and educational philosophies. I hope you enjoyed your tour throughout the park and hearing about our many educational opportunities.

We are looking forward to providing an extensive instructional program for your fifth grade students. A tentative itinerary for your group is attached. A dinner menu is also attached.

You may select from the following dates for your program:

Thursday November 14, 1991
Thursday November 21, 1991
Friday November 22, 1991
Friday December 13, 1991

Please contact me as soon as possible so that we can make all of the necessary arrangements for your group!

Looking forward to hearing from you. Rita wishes you well with your doctoral pursuit at Nova University.

Sincerely,

Peggy Schroering

Peggy Schroering
Sea World of Florida Education Department

Sea World of Florida, Inc. • 7007 Sea World Drive • Orlando, FL 32821 • (407) 351-3600

Seacrest
Country Day School
1986 Unity Way, Naples, Florida 33962 • (813) 793-1986

October 10, 1991

Sea World
Peggy Schroering
Education Department
7007 Sea World Drive
Orlando, FL 32821

Dear Peggy,

I very much enjoyed spending Tuesday morning with you. Thank you for taking the time to explain the Sea World Education programs and to show me around your facilities. I returned to Naples very excited about the possible opportunities for our children.

We are looking forward to receiving your proposal. Hopefully, our fifth grade students will soon be traveling to Sea World.

Thank you,

Lynne Powell

Lynne Powell
Academic Dean
Seacrest Country Day School

LP:wg

BOARD OF DIRECTORS
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Vera Lindabury
Norma Sheehan
Jerry Shellabarger
Joseph Spano, M.D.
Jane Kern, *Ph.D.*
School Director

Sea World

November 8, 1991

Lynne M. Powell
Seacrest Country Day School
1986 Unity Way
Naples, FL 33962

Dear Lynne,

I am looking forward to the November 21-22 sleepover with your fifth grade students here at Sea World! Your catered dinner has been reserved for 6:45 p.m. in our picnic pavilion (menu attached). Your itinerary of events is enclosed.

Please note that the parking procedure for your group will be:

- enter through the Main Entrance (off Central Florida Parkway), use the parking toll booth on the right side.
- display the enclosed pink parking permit in each vehicle window.
- Announce to the parking attendant that you are here for an Educational Sleepover and ask for directions to the Education Entrance (picnic area).
- Park your vehicles outside of the education entrance.
- We will meet you there at 2:30 p.m.

Please phone me at 407-363-2393 if you have any questions!

Sincerely,

Peggy Schroering

Peggy Schroering
Sea World of Florida Education Department

Sea World of Florida, Inc. • 7007 Sea World Drive • Orlando, FL 32821 • (407) 351-3600

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November 21, 1991

2:30 p.m. - Arrive to Sea World Education Gate (see map)
place sleeping bags, etc. in picnic pavilion
Orientation

3:00 p.m. - Whales gifted program

4:00 p.m. - Trainer talk at Whale & Dolphin Stadium

attend on you own:

4:45 p.m. - Whale & Dolphin Show
5:30 p.m. - Sea Lion & Otter Show
6:15 p.m. - Shamu Show
6:45 p.m. - Catered dinner, picnic area

7:30 p.m. - Report to education classroom
Dress-up costumes
Art activities
Slides/Videos
Snacks

10:00 p.m. - Report to Terrors of the Deep

November 22, 1991

7:00 a.m. - Penguin visit
Seal and Dolphin pools

7:45 a.m. - Continental Breakfast
Concluding Activities

8:15 a.m. - Exit through Education Gate

November
25, 1991

Dear Peggy, Jennie and Kristie,

Thank you for your time. I enjoyed it a lot! Thank you for having us! I love whales, and I learned a lot!

Some of my favorite things were feeding the dolphins, petting the penguins, and doing the activities at night.

My absolute favorite thing was sleeping in "Terrors of the Deep"! It's the coolest exhibit I have ever seen! I especially liked the tunnels where the eels were!

It was the best field trip I've ever been on!

Sincerely,
Carissa Lawhun
Seacrest School
Mrs. Hammond's
Class

P.S. Special
Thanks to
Kristy, the trainer
[illegible]

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4856 30th Place S.W
Naples, Fl 33999

Dear Peggy, Karrie, and Jim,

Thank you for letting us go to Sea World. I had a wonderful time. My favorite part was watching the Orcinus Orca (Killer Whale) Show, and sleeping in "Terrors of the Deep" with the eels, lionfish, blowfish, barracudas, and sharks. I hope we can come back later in the year and see you guys.

I heard you had a summer camp program. I was wondering when does it starts and how much does it cost? Please write back.

Soon to be Marine Biologist
Brandon M. Nichols

Ashley [illegible] 12/13/91

Geography Bee Impressions

I feel that overall the bee went very well. The questions seemed to be easier, I knew alot but not most. I was exited through the whole thing. I learned alot and hope to be in it next year.

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Annamaria 12/13/91

Geography Bee
Impressions

The Bee questions were mostly hard. I think the contestents did a good job & worked hard. I new most of the questions because we studied them in Soc St. And I also congratulate Jay!

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Danny

12/13/91

Geography Bee Impressions

I was really suprised I won last year and didn't make it to the finals at all. I can't belive it I knew 3/4 of the questions, Overall Eric could have won on 1 question, England and what other country are responsible for discovering Canada, Eric said "Spain". It was France

Carissa Lawtury

12/13/91

Geography Bee
Impression

This Geography Bee was the best of the two that I've seem! It was so close between the finalists! It was more fun watching this year because I knew more of the answers. I hope next year I'm in it. A geography bee is an excellent idea, but could we have a spelling bee too? And it was a very good idea to have the 6th, 7th, & 8th graders in the bee too.

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Lynne:

FROM → Leslie Ann

Long grasses touch my knees.
Some leaves lay around fromanearby tree.
A tear had touch my eye
As I made a deep sigh
Mon does not enjoy the wild
He throws papers of piles, and piles
The air is not clean
But that is not seen.
From dusty trucks and cars
That pass far
The earth is made of people
But soon if we don't help the earth today
There might be no way
to save
The long grasses that touch my knees
And the leaves that lay around from a
near by....

What...

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MERRY
CHRISTMAS

Cover design by:
Emily Shelly 6th
[illegible]

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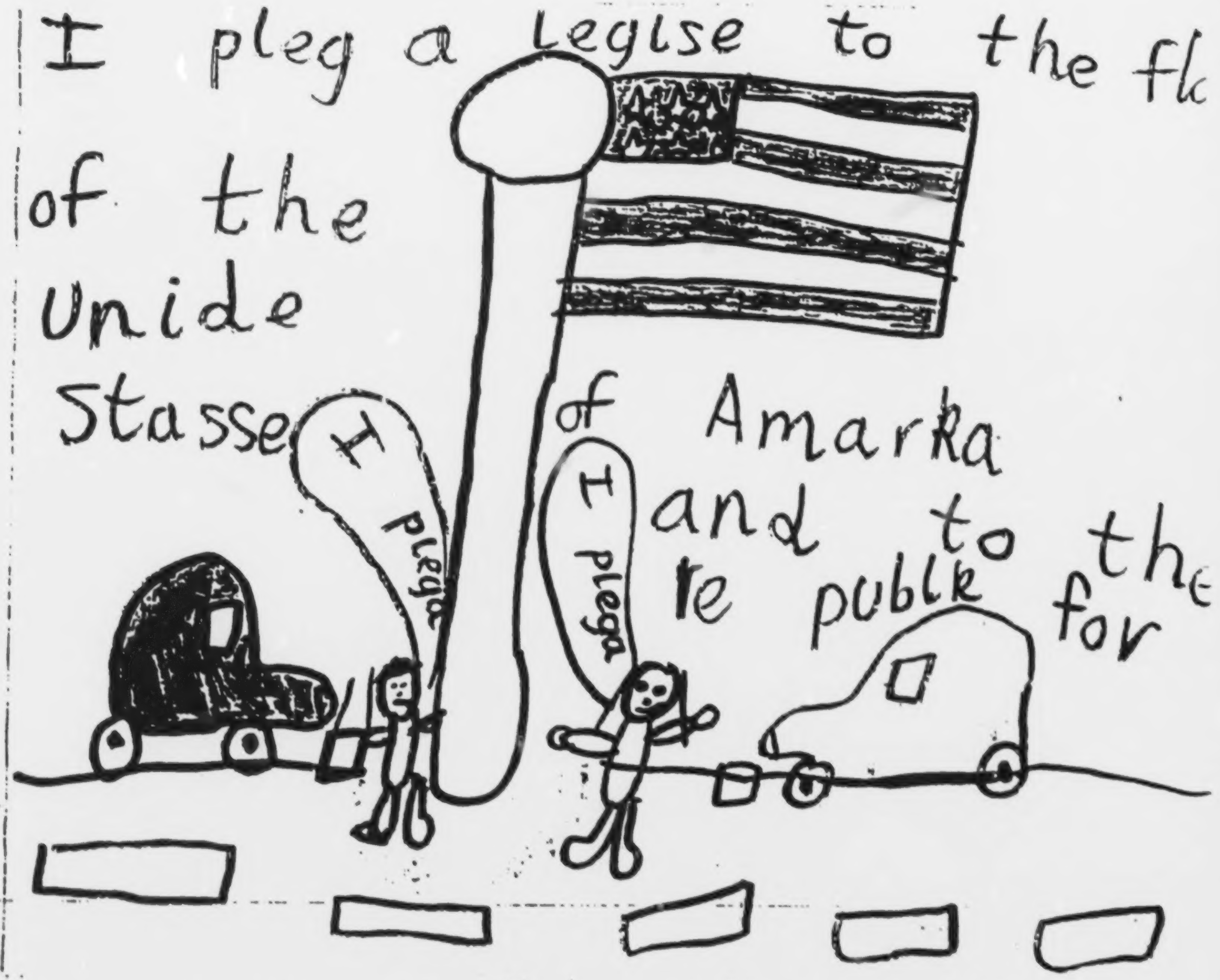

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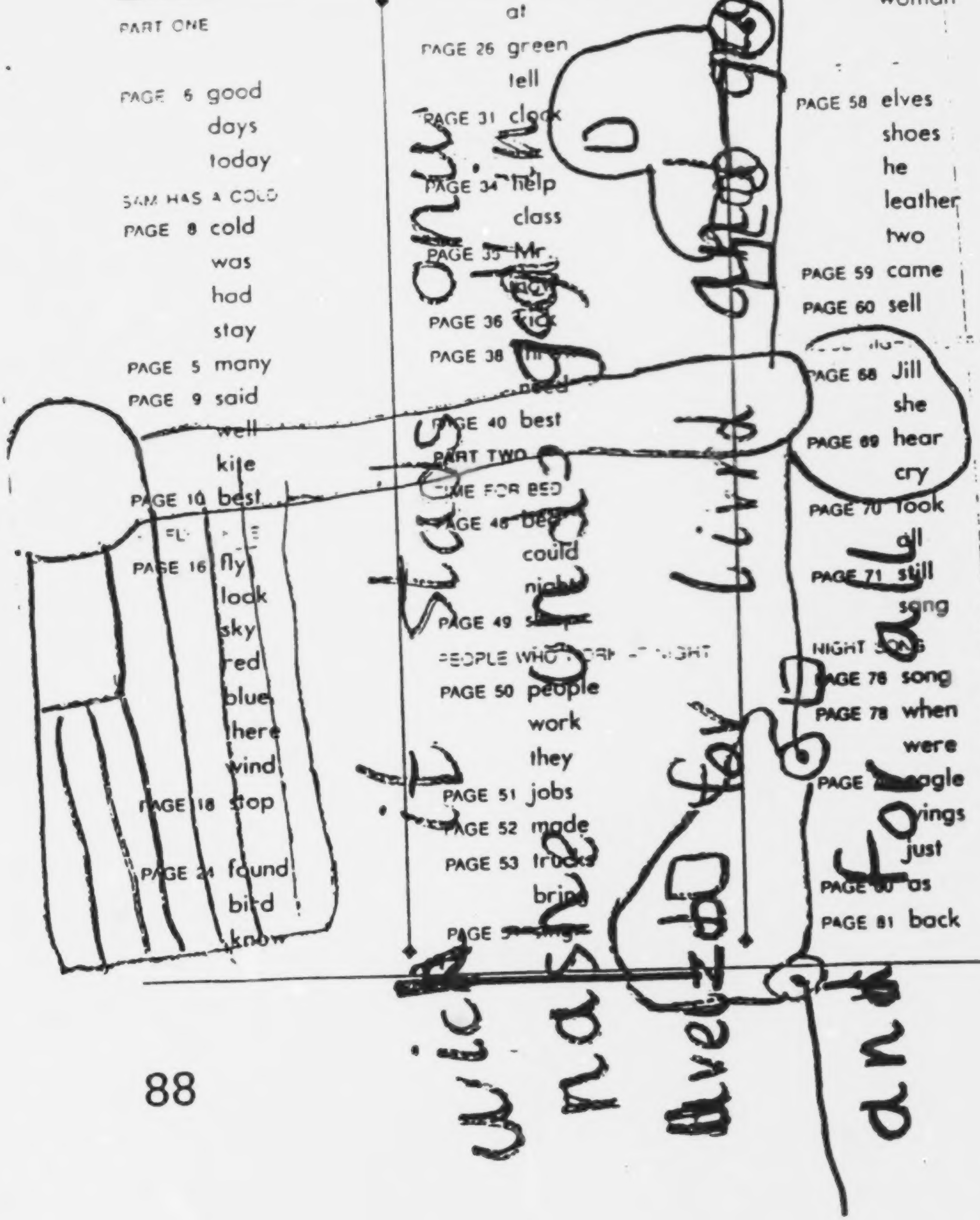

PART ONE

PAGE 6 good
days
today

SAM HAS A COLD

PAGE 8 cold
was
had
stay

PAGE 5 many

PAGE 9 said
well
kite

PAGE 10 best

[illegible]

PAGE 16 fly
look
sky
red
blue
there
wind

PAGE 18 stop

PAGE 24 found
bird
know

at

PAGE 26 green
tell

PAGE 31 clock

PAGE 34 help
class

PAGE 35 Mr.
[illegible]

PAGE 36 kick

PAGE 38 [illegible]
need

PAGE 40 best

PART TWO

TIME FOR BED

PAGE 48 bed
could
night

PAGE 49 sleep

PEOPLE WHO WORK AT NIGHT

PAGE 50 people
work
they

PAGE 51 jobs

PAGE 52 made

PAGE 53 trucks
bring

PAGE [illegible]

woman

PAGE 58 elves
shoes
he
leather
two

PAGE 59 came

PAGE 60 sell

[illegible]

PAGE 68 Jill
she

PAGE 69 hear
cry

PAGE 70 look
all

PAGE 71 still
song

NIGHT SONG

PAGE 76 song

PAGE 78 when
were

PAGE [illegible] eagle
wings
just

PAGE 80 as

PAGE 81 back

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NAPLES DAILY NEWS Thurs., Aug. 8, 1991 5F

Seacrest Country Day adds eighth grade

This year's addition of the eighth grade at Seacrest Country Day School marks the final phase of the pre-kindergarten through middle school program. Terry Walker, coordinator of the middle school, and a team of teachers have designed a curriculum based on the most promising ideas generated from carefully researched models of learning.

Since Seacrest was founded in 1983, the school has gained a reputation for being on the cutting edge of education. Utilizing the best of tradition, Seacrest is always reevaluating its program, looking for better ways to keep students challenged and excited about learning.

"Seacrest is committed to the challenge of becoming a laboratory for effective learning," said Dr. Jane Kern, director. "For example, we know that small classes, individual attention, hands-on learning and knowledge of learning styles make a big difference in how children learn.

"We also know that building a strong self-concept, a sense of independence and the willingness to take risks in a safe and supportive learning environment encourage learners to challenge themselves."

Photo by Jennifer Gray

Seacrest Country Day School students (from left) Eric Hasvens, Taylor Inmans, Katie Purcell and Steve Barton study specimens under microscopes as directed by science teacher Terry Walker.

"One of the best things we have at Seacrest," Kern continued, "is the freedom to make decisions and to try new ideas. We hire excellent teachers and encourage them to use their own ingenuity in creating the best program possible for each child. We do a lot of sharing and brainstorming with each other, and with students and parents."

Seacrest offers a full academic curriculum, including foreign language and computer education, along with a strong emphasis on the arts and physical education. The school has recently refined and extended its curriculum for math, science, social studies and language arts.

A new global education program has been added. Other new programs inlude a three-week French foreign exchange for students and a three-week internship program for a university student from Denmark. In addition, core orchestra members from the Philharmonic Center for the Arts teach private instrumental lessons at Seacrest.

The After School program offers an extensive variety of activities, including gymnastics, swimming, dance, music lessons, drama, foreign language, cooking and other activities.

Seacrest is fully accredited by the Florida Council of Independent Schools and the Florida Kindergarten Council. For further information, phone Academic Dean Lynne Powell or Director Kern at 793-1986.

Permission granted to duplicate by Phil Lewis, Managing Editor,
Naples Daily News, as per letter dated September 3, 1992.

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Staff photo by Bruce Moyer

Native American sculptor

Retha Walden Gambaro, a Creek sculptor, met with students at Seacrest Country Day School last week to talk about her Native American heritage. Students in Susan Crawford's class had just completed a series on Native Americans. Gambaro's work focuses on Native American life and wildlife of the Southwest. The work of the 75-year-old sculptor is on display at Four Winds Gallery in Naples through the end of the month. 242

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4D NAPLES DAILY NEWS Thurs., May 21, 1992

EDUCATION NEWS

Seacrest gets insider's view of global trade

Most students learning about history, social studies and current events will learn about GATT (General Agreement on Tariffs and Trade) from their text books. Students at Seacrest Country Day School learned about GATT on May 6 by speaking directly with an economist and counselor from this global international trade and treaty organization.

Lothar Huehne was an economist and counselor with GATT for 24 years. Huehne is now retired and resides in Naples. His son, Juan, is a student at Seacrest, and Huehne offered to speak to the students about his role in the creation and implementation of GATT. He gave his insider's perspective on global economics and politics and GATT's impact on world affairs. In addition to his years with GATT, Huehne was an economist for the Bank for International Settlement (BIS) in Geneva, Switzerland, and a market analyst for the European Center for Applied Economic Research. He was also Director of Stanford University in Germany, which is a branch of Stanford University in the United States. Huehne came to the United States as a Rotary Scholar and earned M.S., M.B.A., and Ph.D. degrees in International Economics from the University of Wisconsin in Madison.

GATT is an organization that was founded after World War II as a means to ensure free trade among all of the nations of the world. GATT regulates approximately 90 percent of international trade estimated at 3 trillion dollars a year. GATT functions as an intermediary to all nations in order to regulate trade so that all countries may participate fairly.

The lecture by Huehne was arranged by Seacrest Middle School language arts teacher Bill Hammond, as a part of the eighth-grade interdisciplinary study of U.S. History, language arts, and social studies.

Photo by Penelope Taylor

Lothar Huehne, an economist and counselor with GATT (General Agreement on Tariffs and Trade), speaks to students at Seacrest Country Day School about global international trade and treaty organization.

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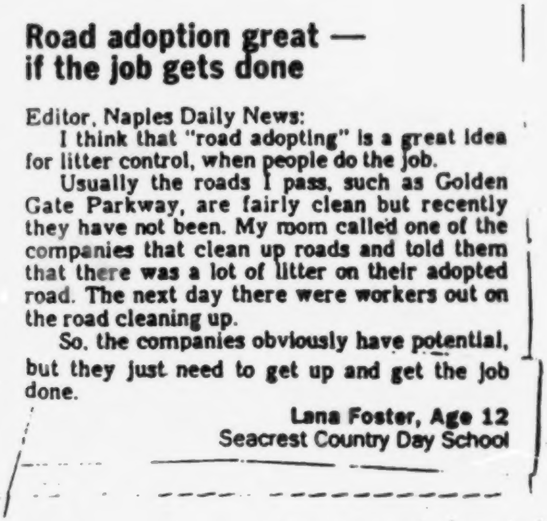


Road adoption great — if the job gets done

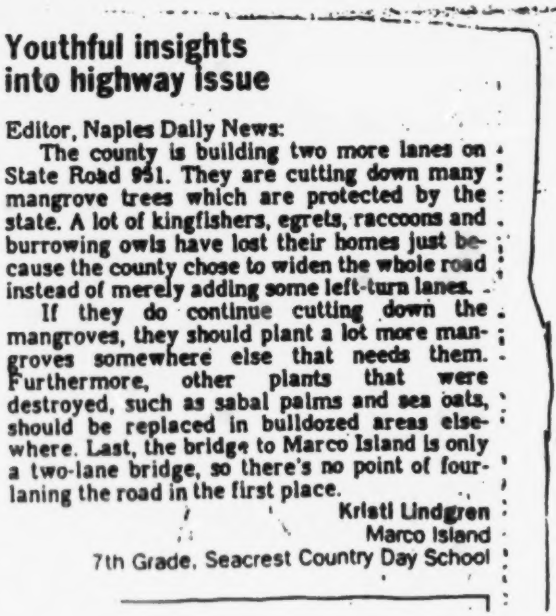
Editor, Naples Daily News:

I think that "road adopting" is a great idea for litter control, when people do the job.

Usually the roads I pass, such as Golden Gate Parkway, are fairly clean but recently they have not been. My mom called one of the companies that clean up roads and told them that there was a lot of litter on their adopted road. The next day there were workers out on the road cleaning up.

So, the companies obviously have potential, but they just need to get up and get the job done.

Lana Foster, Age 12
Seacrest Country Day School



Youthful insights into highway issue

Editor, Naples Daily News:

The county is building two more lanes on State Road 951. They are cutting down many mangrove trees which are protected by the state. A lot of kingfishers, egrets, raccoons and burrowing owls have lost their homes just because the county chose to widen the whole road instead of merely adding some left-turn lanes.

If they do continue cutting down the mangroves, they should plant a lot more mangroves somewhere else that needs them. Furthermore, other plants that were destroyed, such as sabal palms and sea oats, should be replaced in bulldozed areas elsewhere. Last, the bridge to Marco Island is only a two-lane bridge, so there's no point of four-laning the road in the first place.

Kristi Lindgren
Marco Island
7th Grade, Seacrest Country Day School

Appendix K

MEMORANDUM

TO: TEACHERS
FROM: LYNNE

Please take time to answer the following questions relating to our global education project. The first section includes the same questions asked at the beginning of our project two years ago. The second section contains additional questions. Your thoughtful answers will provide information for my dissertation. Please return this to me no later than May 20. (I will be eternally grateful and indebted to each and every one of you!) Thank you.

Section I

In what areas of the curriculum are global concepts addressed in your classroom? How is this different from before starting the program?

How much time do you spend each week on global concepts in your classroom? How is this different from before starting the program?

How have the definition, philosophy and goals to global education developed by our staff been of help to you?

Has your own personal definition of global education changed as we developed the program?

Do you feel the Seacrest staff commitment to global education has changed since the program began? If so, how is this commitment demonstrated?

Do you feel that incorporating global education as a central theme rather than an "additional component" to the curriculum was the right way to go? Please explain your answer.

Given your involvement in the global education program, what do you believe are the three most important benefits for teachers and the three most important benefits for students?

Given your involvement in the global education program, list three ways to further improve the program.

Assume another colleague joins Seacrest next year. What are the three most important ideas about global education you would like to share at the beginning of the year? Also, list three things you could do to familiarize the new colleague with our global education program.

Section II

Indicate to what degree the implementation of the interdisciplinary global education program at Seacrest increased your understanding and support for global education.

Indicate to what degree the global education program at Seacrest developed a greater understanding, sense of responsibility and appreciation for a global society among the participants (staff, students, parents) in our school.

Indicate to what degree the students in your classroom demonstrated increased knowledge and understanding of global concepts and involvement in activities which indicate interest, commitment and responsibility in global awareness. Additionally, explain your methods of evaluation.

Additional comments:

MEMORANDUM

TO: All Seacrest Parents
FROM: Lynne Powell, Academic Dean
DATE: May 12, 1992

This questionnaire is being sent to all parents of students attending Seacrest School. The global education program at Seacrest has been in progress for the past year, and we would like to have your opinions to help us evaluate it. We have organized this questionnaire into three parts. All parents should fill in Parts I and II. Fill in Part III if you would be willing to participate as a volunteer in classroom activities, fieldtrips, etc. for next year. We are trying to get as large a response as possible and would appreciate your returning this form to school no later than Friday, May 15. There is one form for each Seacrest family. Thank you.

Part I

Place the number that most reflects your feelings on the line following the statement. Make comments if you wish and feel free to use the back of this form if needed.

1=strongly agree
2=agree
3=disagree
4=strongly disagree

1. **Global education is important for my child. ____**
Comment:

2. **My child has shown positive attitudes toward self, others, and the preservation of the environment. ____**
Comment:

3. **The information the school presented about global education and the program has been interesting and informative.____**
Comment:

4. **The global education program should continue and expand at Seacrest. ____**
Comment:

5. The global education program has been successful at Seacrest. ____
Comment:

Part II.

Please check the activities that reflect your involvement in the global education program.

____ Discussions at home about global concepts (culture, celebrating differences, world events, environment, global events at school, field trips, etc) with our children.

____ Served or volunteered as a resource person, field trip driver, classroom helper, etc. for a "global" activity.

____ Reviewed, used, know about or are interested in the catalog of local and international global resources located in the library.

____ Other (describe)

____ Was not involved in any way.

Part III

I am willing to be involved next year.
_____ (yes) _____ (no)

I am willing to do the following:

I am not sure now how to help, but I will consider ways to help with the program.

NAME: DATE:

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

What could you do to make Seacrest School a better place to live, grow and learn?

If you were President of the United States, what would you do to make the world a better place to live?

How important do you think it is to learn about the different people that live in the world? Tell me why?

Do you think that kids can make a difference in the future of the world? Tell me why?

What was the most exciting global education activity you participated in this year at school? Tell me why?

Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Grade 8

NAME: Robin Griffin DATE: 5/27/92

What is the biggest problem in your neighborhood and what can you do to make it a better place to live? The biggest problem in my neighborhood is that we have no street lights this causes many burglaries on my street. I would call the city and petition to ~~pt~~ have street lamps put up down the street.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live? I would make every garbage pit drop off have places to to recycle and have them recycle all glass, recycleable items, plastic and aluminium. I would appoint a comittee to oversee the cleaning of littered highways and public places and find a way to build a rec house for teenagers to keep them off the streets.

What could you do to make Seacrest School a better place to live, grow and learn? I think Seacrest should offer a black history course in ~~thr~~ its social studies department as well as a class for older students on the economics and trade between the countries around the world. I would also try to get the kids more involved with the public by having weekly fieldtrips to nursing homes halfway houses and volunteering at the conservancy and hospital.

If you were President of the United States, what would you do to make the world a better place to live? If I were president of the United States I would encourage meetings with leaders of every country to update each other on any major events happening that may effect eachother and to learn more about a countries culture before critizing their views and ways. I would then propose an idea to make every country a part of the U.N. and put programs in 3rd world countries with the help of many to restore their economy and begin to end hunger there. I would try to create

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is very important to not only learn about other people in the world but to understand them as well. With understanding comes acceptance and if we can learn to accept the differences of people we may be able to tolerate ways that may seem barbaric to us may seem second nature to them. I think most prejudice roots from a lack of understanding and even fear. Many people fear the differences in people of other cultures. If these people knew more about them and could understand →

Do you think that kids can make a difference in the future of the world? Tell me why? I think kids can make a huge difference in the future. Kids are initially the hope for a cleaner world. Our parents depend on us to make right their wrongs.

What was the most exciting global education activity you participated in this year at school? Tell me why?

The most exciting global education activity this year was U.N. day. I loved tasting the different foods and learning about different people.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why? yes, I think all kids should have a chance to learn about the world to become more intuned with it so we can all do a better job in trying to save it

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NAME: Amy Lucas DATE: 5/27

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

One of the biggest problems in my neighborhood is the constant turning on of sprinklers. Since, they are set on automatic, regardless if it has rained or not they come on. To solve this problem I would turn the sprinklers on only once a week and encourage my neighbors to do so as well.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

If I were on the Board of County Commissioners the first thing I would do to make Collier County a better place is organize a clean up crew that would take sections of the county and pick up litter and recycle as much as possible.

What could you do to make Seacrest School a better place to live, grow and learn?

Something that I think would make Seacrest a better environment to be in is more education on the the environment and things that can be done to help the environment. Also, a chance to practice them.

If you were President of the United States, what would you do to make the world a better place to live?

If I were President of the United States one thing I would do to make the world a better place to live in is give information about the environment letting the people become more aware of the state that the environment is in.

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is very important to learn and understand diffrent people becouse it is important to respect other peoples opionins and feelings They to play a big part in the saving of the environment also.

Do you think that kids can make a difference in the future of the world? Tell me why?

Kids most definitly make a difference in the future because they are the future they will make the important descisions about and for the environment.

What was the most exciting global education activity you participated in this year at school? Tell me why?

The most exciting global education activity I attended this year was learning about the rainforest and actually buying parts of the rainforest.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

I think all kids should have a chance to learn about the world because knowledge is the key. If we don't have knowledge about the problem then we can't solve it.

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NAME: Tamara Murphy DATE: May 27, 1992

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

The biggest problem in my neighborhood is people littering and what I do to make my neighborhood better is keep it clean try and stop people from littering

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

If I was on the Board of County Commissioners I would make Collier County a place where people could live a nice happy life with out crime and have more places for the homeless people.

What could you do to make Seacrest School a better place to live, grow and learn?

I would make Seacrest Country Day School a better place to live, grow and learn by making more time for the Big kids and the little kids to spend more time together.

If you were President of the United States, what would you do to make the world a better place to live?

If I was President of the United States, I would do everything to make the world a cleaner place with no incinerators, also give the children a chance to speak.

How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is a very impertant to learn about the different people that live in the world because many different people with very many different cultures and different ways of life

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes, as a kid I do think we can make a difference in the future in the world because Kids see the world and very different view of the world. I also think that the voteing age should be when some one thinks they are ready to vote.

What was the most exciting global education activity you participated in this year at school? Tell me why?

The most exciting globel education was when Mr Huna came to take about Gatt.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Yes, I do because some day the kids would rule the world and we should know what other parts of the world is like

Grade 6

NAME: Lauren Futterbaum DATE: 5/21/92

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

In Naples on evey road all you see is trash. Paper cups, paper plates, bottles, etc. If people like to live and retire here, they should also have to help out the economy where they live.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

I would make rules like, no smoking on beaches, or drinking on beaches. I would also
↓
Beer
wine...
etc.
help control the littering in the oceans or gulfs also.

What could you do to make Seacrest School a better place to live, grow and learn?

To allow drinking diet cokes and to be allowed to eat sweet or tasty snacks. Besides that, I like it how it is.

If you were President of the United States, what would you do to make the world a better place to live?

I would help make peace with all our foreign enemies. I would make a firm rule about recycling and littering. I would help ban the usage of drugs used in the U.S.A..

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How important do you think it is to learn about the different people that live in the world? Tell me why?

It is important to learn other peoples culture because, who knows you could be good friends with a foreigner.
Or if you travel to different countries

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes. I think we are all capable with helping the world ~~[illegible]~~ out. If we all recycle and clean-up we can help a bunch!

What was the most exciting global education activity you participated in this year at school? Tell me why?

I loved the international fest the best. Its not just how good the food was, but where it came from. You could really get a good idea about how people eat these foods and how they make them!

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Yes. Anybody is capable to learn about anything. Kids may think that school is a bore and you learn things you don't like, you have great teachers at Seacrest and in time you will find lots of things you'll ~~are~~ be interested in.

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NAME: Katie Cornelisse **DATE:** May, 21, 1992

What is the biggest problem in your neighborhood and what can you do to make it a better place to live? There are two problems I would like to solve in my neighborhood. One is that young kids at around ages 6 and up, steal. The parents don't care or they don't realize what their children are doing. I would try to help the parents realize. The other problem is speeding cars. Many drivers don't pay attention to speed limit or Children At Play signs. I would tell the Board Commitee of my neighborhood to control the speed limit.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live? I would enforce the police department, so there would be a lower crime rate. I would also try to update the hospitals so there could be better medical machines and supplies. I would try to improve the traffic problem on main roads. On some roads road worker's are fixing the streets at 8:30am. Rush hour going to work.

What could you do to make Seacrest School a better place to live, grow and learn?

I would make better after school sports. Other than that I love Seacrest the way it is.

If you were President of the United States, what would you do to make the world a better place to live?

I would help the homeless people and I make sure that everyone has medical attention. I would find jobs for unemployed people. I would also try to save our planet. There would be a Nationwide Enviromental organization where people from across the country could send in ideas for saving the planet. I would make education a bigger issue so that every person could have a ⇒ healthy education. I would help to solve wars and

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it's very important. Most people travel around the world and they might have a better understanding of the people if they learned about them earlier.

Do you think that kids can make a difference in the future of the world? Tell me why? Yes, because children are becoming more educated and they are living in a world of constant changes. They will learn to react quickly to disagreements and changes.

What was the most exciting global education activity you participated in this year at school? Tell me why? The Green Team members went on a enviromental camp-out. We had fun and helped the planet.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why? Yes, because they will be more globaly inclined to help and learn. Then the children will be able to help the children of the future.

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Grade 5

NAME: Annamaria Zampogna DATE: 5/18/92

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

I don't ~~like~~ think there is a serious prablem in my neighborhood, but I think people shouldn't throw beer cans in people's lawns as they drive along. The only thing I can do is pit the cans up, and tell peope not to throw them the first place.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

If I were on the Board of Commissioners I would do my best to shelter the homeless, feed the poor, and give a chance to the people to ~~think~~ say their own opinion.

What could you do to make Seacrest School a better place to live, grow and learn?

~~[illegible]~~ To tell you the truth I would say Seacrest needs more discipline ~~that~~ Furthermore Seacrest is a good school with other experiences.

If you were President of the United States, what would you do to make the world a better place to live?

As I said before I would shelter the homeless, and feed the poor, but I also would stop lending money to other contries, and try to raise the amount we have, or I mean we don't have.

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is important to learn about different but important people, because kids get a chance to see it is like in the real world. And maybe ~~people~~ children might want to follow there foot steps.

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes, I do believe kids can make a difference in the world. Take a look a Washington, Lincoln, and many more they all were kids at one time.

What was the most exciting global education activity you participated in this year at school? Tell me why?

I participated in many global ~~activity~~ activities, but one interesting one was the once Soviet Union. We talked about them splitting up a little different countries.

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Do you think all kids should have the opportunity to learn about the world, and participate in activities that make a difference around them? Tell me why?

Yes, I think they th should have the opportunity to learn about the world, and participate in activities. that make a difference around them because other people did so so can every one else if they want to could.

NAME: Alison Amico DATE: May 18, 1992

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

There are not any serius problems in my neiborhood. If I could make it better, I would make more people use recyclable or reusable containers and make people plant more trees in their yards.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

I would hire people to clean-up the highways and plant trees and plants next to the streets. This would make Collier Country clean and give it lots of fresh air.

What could you do to make Seacrest School a better place to live, grow, and learn?

I think that Seacriest is already a wonderful place. We could learn more with fun activities and not alot of reading out of text books.

If you were President of the United States, what would you do to make the world a better place to live?

I would try to make peace instead of war. I would encourage children and adults to clean-up litter and recycle more.

How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it's very important to learn about people that live in other countries. That way, children will learn that they are not the only kind of people living in the world.

Do you think that kids can make a difference in the future of the world? Tell me why?

I think children can make a difference in the future if they really work hard at it. They can learn to not litter and to clean-up litter that they find. Then the Earth will get cleaner.

What was the most exciting global education activity you participated in this year at school? Tell me why?

The most exciting global education activity that I did this year was sharing news paper articles. At the very beggining of the year, every week my whole class would bring in an article to share with the class. We learned alot.

Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Yes, I think kids should participate in activities that make a difference around them. They can learn alot with things like that.

Grade 4

NAME: Jenna

DATE: May 15, 1992

What is the biggest problem in your neighborhood and what can you do to make it a better place to live? The biggest problem is people fighting. We live in phase 5 and in Imperial some people in the other phases don't want phase 5 to be a part of Imperial. The only thing is I don't know why the don't want us to be a part of Imperial.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live? I would have trucks not pollute the air, what I mean is to build them a different way. Also I would not litter so much, and make the fine more money if you do litter. If they don't pay they should go to jail.

What could you do to make Seacrest School a better place to live, grow and learn? That's a good question. I think instead of mulch there should be grass. Also I would have the teachers make the lesson not so complicated and easier to understand.

If you were President of the United States, what would you do to make the world a better place to live? If I were Presid I would try and help the enviorment. I would also make a law that if you shoot a wild animal that is endangered you should go to jail. Also I would make a law to stop people from taking drugs and say you can only take drugs with a persciption.

How important do you think it is to learn about the different people that live in the world? Tell me why? I think it is very important. Because if we learned about other people we could help them like if they were sick. Also to know what their envirement is like and then we could help make it a better place to live.

Do you think that kids can make a difference in the future of the world? Tell me why? Yes! We can make a differen by speaking out. Also I think we care about our envierment more so we could probably help it more. I heard a rumor that they might not make pennies any more and that would be impossible to make like 7¢ so it would be to hard to pay taxes.

What was the most exciting global education activity you participated in this year at school? Tell me why? Going to the planetarium. Because we learned more about our universe and what stars really are. Also it was neat to learn that there are about a billion stars in our galaxy.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why? Yes, so they get a good education. Also to learn about different places. But mostly to learn about our world.

Grade 3

NAME: [illegible] DATE: 5-20-92

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

I think the bigest problem on my street is that people where trying to get in to people's houses by saying they need help. I can help by calling the police.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

If I was on the Board of County Commissioners I would make hunting eleegel, because I don't want to have our animals extingt!

What could you do to make Seacrest School a better place to live, grow and learn? I think that it Seacrest would be better if there were more group activetys.

If you were President of the United States, what would you do to make the world a better place to live? I would have no wars.

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is important to learn about people in the world, because if you went to a different contrie you would know about the people.

Do you think that kids can make a difference in the future of the world? Tell me why? I think kids can make a diffierenc in the future. They lister to the problems now. and can find the ansers and then do it when their [illegible]

What was the most exciting global education activity you participated in this year at school? Tell me why?

I think the most exciting globel education was internashenel day. I think that is because we learnd by playing games and food.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

I think that all children should because if they had to go to a nother countrie they would learn about the people.

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NAME: Torrey Schoolnick **DATE:** May 20, 1992

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

The biggest problem in my neighborhood is in the golfers. They hit golf balls in to the back of our houses, and the balls tear throuh our pourch screensand go in our pols. and then they come on our back yards and look for there golf balls.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

I would tell the people not to build so many buildings because there are to many buildings and in replacement of the buildings we can plant trees and make more room for animals and people.

What could you do to make Seacrest School a better place to live, grow and learn?

I would tell the people in Seacrest not to litter on the play grounds. We need more teachers. And Grass in the play grounds so we don't get so much sand in our shoes. Don't put the trailers near the playground

If you were President of the United States, what would you do to make the world a better place to live?

Stop people from littering.

I would make people stop killing extinct animals, and a lot of other things that I just can't think of right now.

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I think it is important because If I ever went to another Country I would need to know how to talk or else they won't under stand me.

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes I think kids can make a diffrence in the future. kids can do a lot of things to help the future. And they will help.

What was the most exciting global education activity you participated in this year at school? Tell me why?

I think it was India, because people came into our class room, and talked to us about what The people wear in India. And what they do in India. I liked when we studied India alot.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why? Yes, I do think all kids should have an oppurtunity to learn about the world and participate in activities that make a diffrence around them. I think they should be cause all kids need to lean about those things. or maybe they won't know anything about it.

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Grade 2

NAME: Lillian

DATE: May 20, [illegible]

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

People dump litter in the canal and fish in and people throw trash in the street.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

Don't cut down so many trees because you will reck houses for animals.

What could you do to make Seacrest School a better place to live, grow and learn?

Have everybody studey the Seacrest handbook. Then kids won't get in trouble.

If you were President of the United States, what would you do to make the world a better place to live?

Don't let people get in crime. Take a bite out of crime

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How important do you think it is to learn about the different people that live in the world? Tell me why?

It is very important
It is just as important
because you won't know what poeple are
like there.

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes. If you use less
paper then in the futore
there with be less paper
inthe dump.

What was the most exciting global education activity you participated in this year at school? Tell me why?

Studing sharks because I like
sharks.

Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Yes because It will be a good axpierients

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Francesco 5-20-92 Grade 2

NAME: Frances o **DATE:** 5-20-92

What is the biggest problem in your neighborhood and what can you do to make it a better place to live?

The trash on my grass and the men working that throw their souda can I can pick up the souda cans.

If you were on the Board of County Commissioners, what would you do to make Collier County a better place to live?

Tell people to not throw trash on the land and don't pollate the water.

What could you do to make Seacrest School a better place to live, grow and learn?

I would try to kill all the fire ants. And put grass on the soccer field like that we don't get dert.

If you were President of the United States, what would you do to make the world a better place to live?

I would tell them to send a note out in the newspaper saying that we don't want the beach or the land pollated.

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How important do you think it is to learn about the different people that live in the world? Tell me why?

I is important because when we travel we know what they like and dont like all over the world.

Do you think that kids can make a difference in the future of the world? Tell me why?

Yes because they will be the adults of tomorra who will run the world

What was the most exciting global education activity you participated in this year at school? Tell me why?

The Olympics. because you got to stay out side all day.

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Do you think all kids should have the opportunity to learn about the world and participate in activities that make a difference around them? Tell me why?

Yes If we didn't stady we wouldn't learn any thing. only about America.

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